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ABSTRACT

This is the teacher's manual of the Family Oriented Structured Preschool Activity, a Title III Elementary and Secondary Education Act Developer/Demonstration Project in Saint Cloud, Minnesota. The program attempts to mold the expertise of the parent with the expertise of the professional educator in order to enhance the child's development. It is an alternative form of preschool education which is designed to increase competencies and self confidence in both parents and children. The preschool program involves parents and children working together in a preschool center and at home. The teacher's manual contains chapters on (1) administrative considerations, (2) recruiting volunteers, (3) working with parents, (4) program goals, (5) orientation, (6) preinvolvement preparation, (7) activity kit exchange, (8) the monthly workshop, (9) home activity, and (10) preschool assessment. Appendices include: a bibliography, a listing of films and materials, songs, lesson plans, an outline of learning stations and activity kits, schedules and suggested parent library materials. (Author/MS)

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Family Oriented Structured Pre School Activity

A Nationally Validated Title III, ESEA Developer/Demonstration Project
Independent School District No. 742, St. Cloud, Minnesota 56301

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Teacher's Manual

*"The beginning is the most
important part of the work."
Plato*

**A GUIDE TO
ESTABLISHING AND DIRECTING
A FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY**

by:

Judith A. Maethner

**Independent School District 742
St. Cloud, Minnesota**

**Elementary and Secondary Education
Act of 1965, Title III**

PRESCHOOL PARENT KITS
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My Comm. Exp. April 3, 1974

September 3, 1974

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INTRODUCTION

Family Oriented Structured Pre-school Activity is a unique program which attempts to mold the expertise of the parent with the expertise of the professional educator in order to enhance the child's development. It is an alternative form of pre-school education which is designed to increase competencies and self confidence in both parents and children. As such, it offers the potential to create a long term change in the educational climate of the home which is not dependent upon outside institutions, personnel and materials. The program utilizes the natural resource of parental love to re-establish the parent as the prime teacher, and generates an effect which accelerates the development of the child and broadens the family's function of teaching its own members.

The pre-school program involves parents and children working together in a pre-school center and at home.

In the Pre-school Center

The pre-school center stimulates home based activity, provides support services and direction through planned activities for parents and children throughout the year.

Parents and children participate at the pre-school center for:

- Pre-Involvement preparation (two hours every other day for two weeks.)
- Weekly Activity Kit Exchanges. (One hour per week every week after the orientation is completed.)
- Monthly Workshops. (Two hours every month.)

Parents are provided with a diagnosis of their child's strengths and weaknesses in certain cognitive skill areas and an interpretation which allows them to select and activate a prescription of home activities specifically geared to their individual child.

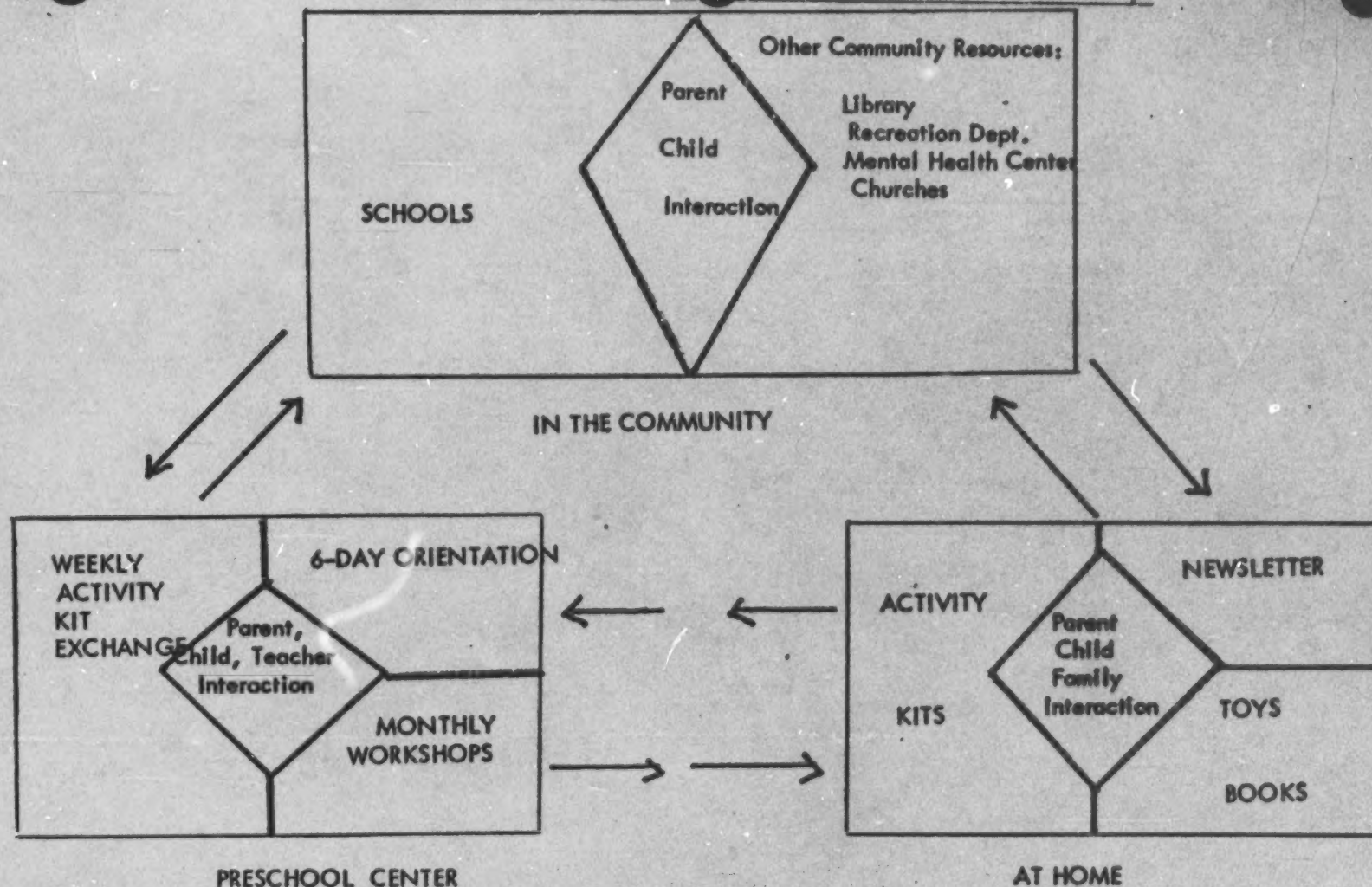
At Home

Parents and family members actively engage in teaching the preschool child with the help of:

- Activity Kits.
- Home visits from the professional staff of the Preschool Center.
- A Monthly Newsletter.
- Circulating libraries.

Project staff have come to see the potential impact of parent involvement in education, and have experienced the rewards of working as a team with parents and their children. We most heartily encourage others in their attempts to tap the vast resource of parental expertise in order to build a home-school bond for the good of children.

Conceptual Structure of Family Oriented Structured Preschool Activity



The Pre-school Center provides support, guidance and stimulation for at-home activities to parent and child. The parent-child interaction encouraged has produced long term effects on the community and the family.

CHAPTER ONE

ADMINISTRATIVE CONSIDERATIONS

Implementing a family-oriented pre-school program as either a separate unit, or interfaced with a kindergarten program in attendance area schools (referred to as "Replica Sites" in this manual), provides a school district with a reasonable method of offering early childhood education to many children. Since a major part of the activity takes place at home between parent and child, a limited staff and facilities can service many families.

Building and Space Considerations

Three major considerations should be made concerning necessary space:

- space for children's activities;
- separate, quiet space for parent group discussions;
- storage space for learning stations, activity kits, and accompanying materials.

Space for children's activities is provided nicely by a traditional classroom. The room can be furnished with standard kindergarten or early childhood equipment such as workbench, a playhouse, and sand or water tables. (A list of equipment which was used in the pilot activity can be found in Appendix C, p.138.)

Space for separate parent group discussions can be found in a variety of places; an unused room or office, the school's learning resource center, a cafeteria, or even an unused music room. It is helpful if the parent discussion room is furnished with comfortable chairs and a large table. A "non-institutional" atmosphere is most conducive to good discussions.

Storage space required for learning stations, activity kits and accompanying materials will vary depending upon the number of copies of each necessary for a particular

-6-

population. The pilot activity utilized 15 sets of materials per kit for approximately 350 children. One hundred cubic feet of storage space was sufficient for housing 15 sets of each activity kit.

Materials and kits can be stored in the school in a classroom, or in a central district media center where they would be available to a school upon request.

Staffing

With proper scheduling, a minimal staff can accommodate 400 children and their families during a school year. The minimal staff includes:

- A certified teacher (early childhood or kindergarten). The teacher is responsible for all of the activities in the children's room, including the use of learning stations, parent-child group activity, and all other children's activity. S/He may alternate with the parent-coordinator on occasion and facilitate parent discussions.
- A parent coordinator. The parent-coordinator may be a certified teacher with experience in adult education or family life education, or be a para-professional who has participated in the program as a parent. The parent-coordinator conducts all parent discussions, helps to interpret test results, and does home visiting when necessary.
- An aide. The aide performs both instructional and clerical services. S/He helps the classroom teacher with the learning environment and works with the children. S/He also keeps records of kit use and assists with testing.

School district backup services are extremely helpful if available, but not essential to a minimal operation. A district evaluation unit can provide information which will up-

grade the operation and assist the program in meeting the needs of the community.

Clerical and duplicating services are an asset, as are those of a learning resource center which can be a source of films, books, and materials.

Cost Information

Calculations of personnel and material costs indicate a total initial cost of \$40,832 to begin a program of "Family Oriented Structured Pre-school Activity" for 270 families. This indicates a per family unit cost of \$225. Eliminating start-up costs the second year, 270 families could be served at a cost of \$157 per family unit or a total cost of \$42,950.

Experience in group interaction suggests that units of 10-15 four-year-olds and their parents are the most effective module.

Staff contact per unit with parent and child is:

Orientation -	2 hours
Pre-service -	12 hours
Kit Exchange -	28 hours
Monthly Seminars -	<u>14 hours</u>
Total parent-child time in center	56 hours (contact hours per staff)

Unit of Intervention; 270 Preschoolers and Their Families (services in a center).

<u>Item</u>	<u>Start-Up Adoption</u>	<u>Maintenance Year 1 Adoption</u>	<u>Operational Year 2 Adoption</u>
Administration:			
Administrator 1/3 time	\$	\$ 5,000	\$
Pre-Service	360		
Pre-Service Consultant	200	500	
Periodic Consultant		800	
Evaluation		2,800	
Instruction:			
Pre-Service	600		
Parent Coordinators (Voc. Home Ec.)		9,800	9,800
Early Childhood Teacher		9,500	9,500
Aide		3,000	3,000
Secretary		3,000	3,000
Instructional Materials:			
User's Adopt. Manual	228		
Child Center	689		
Inst. Mat'ls. (Children)	4,320		
Inst. Mat'ls. (Parent)	1,405		
Traditional Material:			
Xeroxing		9,800	9,800
Supplies			
Paper			
Briefcases			
Operational Cost		5,400	5,400
Fringe Benefits		3,450	2,450
	<u>\$7,802</u>	<u>\$53,050</u>	<u>\$42,950</u>

Adding the start-up costs of \$7,802 and operational costs for the first year of \$53,050 gives a total cost of \$60,852 for 270 four-year-olds and their families or \$225 per family. This would be reduced substantially the second year with a total cost of \$42,950 or \$159 per family.

This estimate does not include facilities or equipment which would be considered capital outlay.

It is possible to enhance the program and reduce the per family cost substantially as much as 30% by coordinating the program for four-year-olds with kindergarten in what District 742 calls a replica site. These replica sites are located in the attendance area elementary buildings.

Replica sites can be operated efficiently and serve 50-60 four-year-olds and 50-60 kindergartners and their families.

CHAPTER TWO

RECRUITING VOLUNTEERS

DISSEMINATION - PRINT AND NON-PRINT

Since participation in the preschool project is totally voluntary, dissemination of information about the project is essential. The community at large can be informed about the project and new participants recruited effectively through a well-timed saturation of both print and non-print media.

Timing is important. Prior to the beginning of the school year, a month long saturation of the media can be effective. As the school year commences, word-of-mouth encouragement will become a top priority dissemination tactic, with media information tapering off. Occasional human interest articles and announcement of activities keep interest through the remainder of the year.

The following types of printed material are effective:

A printed flyer giving a summary description of the program which would include such things as cost, participation time, and registration information.

Newspaper articles, announcements, advertisements, and letters to editors.

Newsletters and church bulletins

The following types of non-print media are effective:

Radio coverage on talk shows, news programs and announcement spots.

Television coverage including local programming, cable television and school district announcements.

Telephone contacts. The school census indicates which families in the school district have a child of the right age to participate in pre-school activity. A telephone call to the parents to inform them of the service available is often a very successful dissemination tactic.

Conducting a Live Demonstration of the Pre-school

The major objectives of a live demonstration of the Pre-school Center are simply to disseminate information to the general public and to register participants. This is best done in places which are highly populated such as inner-city malls, shopping centers, county fairs, etc. The following considerations should be taken into account:

Staffing - The entire demonstration can be conducted with a minimal staff of two. Parent and child volunteers comprise the remainder of personnel.

Materials Include:

Play equipment from the pre-school center including sample learning stations. Portable chalkboards or bulletin boards for colorful displays of photographs and Activities.

Tables and a few chairs.

Sample Activity kits in attractive display

Slide machine, tape recorder and screen

An ample supply of flyers and registration blanks, pencils, etc.

Activities - Parents and staff members actively approach passersby with brochures and conversation, answer questions, and work with children. Parents and their child work at learning stations as they would at the pre-school center. Some stations which attract attention are: drawing around the child on large sheets of newsprint; fishing with magnets for paper fish, and the carpentry bench. Group musical games also relieve the monotony and attract attention.

Transportation - A delivery van, two-wheel trailer or pick-up truck is sufficient.

CHAPTER THREE

WORKING WITH PARENTS Some Practical Advice

In order to work effectively with parents we must accept without reservation the premise that parents are adults who sincerely care about their children. Acceptance of this has several implications. It means that we must treat and trust parents as adults. We must provide an atmosphere where parents feel comfortable and free to become meaningfully involved in their child's education. It means that we must respect their expertise as specialists in their individual child's development and their ability to provide the natural and most important education in their child's life.

The Right Staff Member

The staff member who can most effectively work with parents must believe that parents are "good" for children. Some teachers and experts in various areas of child development can hardly wait until the child reaches their classrooms and offices so that they can begin "real" education. They are apt to see all "wrong" influences as coming from the home and all "good" influences as coming from the school. A staff member who feels this way will have little success in providing a home-based pre-school education.

Ideally, the right staff member should be one who can relate to and communicate with people on a one-to-one basis, regardless of socio/economic differences, as well as one who can lead a group discussion. The right staff member will be in control of his/her vocabulary in order to communicate naturally and at levels which can be easily understood.

A staff member from the community who knows the community resources available and the background history of the community and its residents will be most effective.

A staff member who has an educational background which not only includes education courses, but also child development and psychology courses can provide the expert advice and counsel which parents often seek. S/He should possess an attitude which says that education never ceases, but is continuous.

The staff member who has personally experienced the frustrations and joys of raising children will be able to empathize with parents. Theories about raising children tend to be very pat, but when it comes to the nitty gritty of picking up the dirty socks, putting up with tantrums, and wiping noses, some theories seem pretty far-fetched. The staff member who can understand the parents' frustrations can deal with them on a realistic level.

Self-confidence and maturity are two other qualities which enable a person to work with parents. The teacher who works with parents must not feel threatened by them. S/He must not naturally assume that parents are going to be critical. Ideally, the right staff member will realize that s/he has something to offer parents which they value.

Atmosphere and Mood

The physical setting should take into account the fact that parents are adults. There should be comfortable, adult-sized chairs, ashtrays and a place to put elbows, and purses. A table in the parent conference room fills this need as well as helping to provide a democratic setting for discussion.

The all pervasive mood of the pre-school should be informal and friendly. Calling parents and teachers alike by first names eradicates some of those professional barriers which often exist between parents and school personnel. Avoidance of overdressing

by the staff has a definite advantage. It prevents the parent who can't afford, or hasn't the time to dress up from feeling uncomfortable. It is better to have that mother who can't get her hair fixed attend in rollers and sweatshirt than not to come at all. Besides, it makes more sense to feel comfortable when doing activities with children! Voices flow more freely when airways are not constricted by neckties or necklaces.

"This then, is a criterion for selecting and evaluating methods suitable for parent education: a good method is one which helps parents to develop confidence in themselves as parents. By the same token, any method which makes parents feel ill at ease in their role as parents should be scrutinized carefully in order to determine how it may be improved upon. In general, parent education should be positive and constructive, with emphasis on what is good for parents to do rather than on what is to be avoided by them in their relationships to children." 1

Vehicles for Parent Involvement

The Family Oriented Pre-school provides several ways in which parents can become involved in their children's education:

- by working with their child at the Pre-school Center.
- by using Activity Kits at home.
- by reading and contributing to a monthly newsletter which suggests activities and experiences for the entire family.
- by facilitating a toy library.
- by using a library of books concerning children.

Todd, Vivian E., and Haffeman, Helen, The Years Before School Guiding Preschool Children, second edition, The MacMillan Co., Collier-MacMillan Limited, London, 1970, p.550.

- by involvement in a community-wide organization, Community Concerned for Children.
- by attending monthly parent meetings.

Parents care about their children. Any way which helps them become meaningfully involved is important to them.

Making involvement easy encourages it. Remember that it is often difficult or financially impossible for a parent to get a babysitter for younger siblings. Plan to be flexible enough to adapt to that parent who must bring a younger sibling to the center. However, encouraging co-op babysitting among members of the parent group frees the parent to develop that special one-to-one relationship with the pre-school child in attendance.

The young child's relationship to his/her father is crucial to later development. Some psychologists suggest that children who lack suitable relationships to their fathers often become hyperactive and aggressive later in life. Thus, any involvement by fathers is to be especially encouraged. It is the pre-school's responsibility to provide a vehicle for this type of involvement when possible. Strongly encourage fathers to help with activity kit usage. Provide opportunities for evening or Saturday sessions at the pre-school center. Suggest a Father's Night when just the fathers and children participate.

Meaningful Parent Involvement:

Parent involvement is more than baking cookies for the bazaar. It is more than attending meetings of the Parent Teacher's Association. It is more than being a Den Mother for the local Cub Scouts. Real involvement is a basic attitude which produces participation on many levels and concern at all levels.

Keep the following points in mind when thinking about meaningful parent participation:

"Parents do care about their children. They will participate when they believe they are helping their children or are learning something which they believe will help them be better parents.

Parents are adults. They do not like to sit around in meetings if they don't think they are being useful, if they don't think they can contribute anything, if they are uncomfortable physically or emotionally, and if they think they are being treated like children. They do not want to participate in 'token' meetings. Telling them they are useful or can contribute, for example, will make no difference. They must feel it, believe it, and see it come true."

Accept the premise that parents have something to teach you, and you have taken the first step toward encouraging meaningful parent involvement. Some things which you can do to further this are:

- Ask for, record and use parent suggestions for doing or improving upon activities in the Activity Kits. Revision of kits should always take into consideration parents' suggestions because, after all, they are the ones who have used the activities with children.

- Ask for and use parents' suggestions for discussion topics, and speakers, etc.

- Discuss problems of immediate concern to a particular group of parents.

For example, you might discuss any special problems which their children might have.

- Involve parents in the evaluation of their child. Let them see the process and results. Ask for and use their personal evaluation of their child.

- Utilize parent volunteers in a meaningful way. Let them help with the curriculum decisions as well as with aid work.

- Let parents contribute to the writing and editing of the newsletter.

- Remember that parent involvement is first and foremost, child-centered.

1.

Pavloff, Gerald, and Wilson, Gary, Adult Involvement in Child Development for Staff and Parents, Humanic Associates, Atlanta, Georgia, 1972, p.10.

Conducting a Parent Discussion:

Remember again that parents are adults. Some are more talkative than others, but all should have a chance to contribute. Some value the chance to socialize over a cup of coffee as much as (or more than) the education they are receiving. It is probably just as important. One thing that parents value most is meeting other parents of children of the same age. They often are relieved to learn that other children do "those things" too, or that their child is not as "slow" as they had thought. A good group discussion has time for and encourages verbal parent interaction as well as directed discussion.

Parent interaction can often be encouraged by anecdotal description and discussion of a child's behavior. The good discussion leader is well prepared to draw upon personal experience and observations for discussion-stimulating stories. Most parents will respond to this approach by relating experiences of their own. Often, the leader will have to draw out a quiet individual. One way to do this is to simply ask his/her advice. Knowing that a parent has several children, or knowing the child's name are aids to encouraging that parent to speak out. For example, the discussion leader might say, "I noticed that Jimmy seemed to enjoy the 'Me Maps'. How did he like the 'Feely Box'?"

To lead a directed discussion, the parent-coordinator must be well prepared, having materials, written handouts, books or films, whenever possible to reinforce what is presented verbally. Talk in non-theoretical, concrete terms, using language which is not "educatorese". Avoid lecturing.

Here are some HELPFUL hints. It is helpful if you:

- "- Behave in ways that enable parents and staff working with you to trust you and to be critical of you.
- Allow yourself to be influenced as well as influence others in the program.
- Listen and convey an impression of real concern and understanding of what parents are saying to you.
- Reduce any threat you may give to people you are working with.
- Try to test occasionally whether what you are doing is perceived as really helpful.
- Remember, help is not help if the person getting it doesn't feel helped.
- Don't re-invent the wheel. Offer your expertise when appropriate."¹

It is NOT HELPFUL if . . .

- "- You always tell parents and staff what to do.
- You take advantage of your position to show how knowledgeable, expert and experienced you are.
- You meet defensiveness with pressure and argument about the facts. This usually increases defensiveness and decreases the possibility of 'leveling' between the helper and persons or groups being helped."²

Home Visiting:

Occasionally, the parent-coordinator will have the opportunity to go into a child's home. The resultant personal interview with the parent can be most informative and rewarding. It presents a unique opportunity to learn of the child's activities outside of the pre-school and of the influences of his/her environment. It is an opportunity to share your understanding of a child with the parent. It is a chance to be helpful.

1.

Pavloff, Gerald, and Wilson, Gary, Adult Involvement in Child Development for Staff and Parents, Humanic Associates, Atlanta, Georgia, 1972, p.51.

2.

ibid.

The following list presents some suggestions concerning home visiting:

- Remember that you are a guest in the home. You are not there to judge or criticize.
- Remember that parents are apt to be as sensitive about their child as about themselves.
- Be friendly, relaxed, calm and sympathetic.
- Be open to criticism; don't be defensive.
- Try not to talk about the child in his/her presence.
- Don't compare children.
- Be a good listener. The home visit represents a unique opportunity to let the parent talk. Quiet parents will often open up when there is no group present to hear what is said.
- Learn to sidestep "What would you do?" questions.
- Use your sense of humor.
- At times it can be a good thing to talk about the child's development in his/her presence. Problems and/or evaluations are best discussed while child is not present.
- Bring something for the child to play with while you are visiting.
- Be flexible in what you expect to accomplish. Parents differ in their expectations.
- Individualize according to strengths and needs.
- Emphasize success and immediate feedback.
- Do not teach a "right way" of doing things as if parents had been "wrong".
- Never give meaningless assignments.

CHAPTER FOUR

GOALS OF THE PROGRAM

By its very nature, a program designed to help parents feel comfortable in their role as educators of their children is based on lofty ideals. The goals of the program are listed below. They represent the epitome of what the program hopes to achieve, help define the content and set the mood for the activity.

Goals for Parents:

KNOWLEDGE

- to increase parent's knowledge of their children's developmental stages.
- to increase parent's knowledge of their child's individual rate of development and his/her current level of development.
- to increase parent's knowledge of four-year-old behavior.
- to increase parent's knowledge of basic learning principles, methods and materials used in teaching.

CONFIDENCE

- to give parents confidence in their ability as parents.
- to give parents confidence in their ability as teachers of their children.
- to give parents confidence in dealing with school personnel.

EXPERIENCE

- to give parents experience in the application of principles of learning, methods and materials used in teaching.
- to familiarize parents with basic cognitive skills.
- to familiarize parents with the outline of activity kits and materials which they will be using at home.
- to give parents confidence in their ability to choose an activity kit for their child.

UNDERSTANDING

- to give parents an evaluation of the materials their child might find too easy, those which would be appropriate and those which would be too difficult.
- to give the parent individual support and counsel.
- to give the parent information on community services available for specific needs and interests.

INTERACTION

- to provide the parent with an opportunity for optimum interaction with their child in a one-to-one learning situation.
- to provide the parent with an opportunity to interact with teachers.
- to provide the parent with an opportunity to interact with other parents of children of the same age.
- to provide parents with basic communication skills.

Goals for Children:

EXPERIENCE

- to provide children with a pleasant introductory experience to school.
- to provide children with a chance to interact with teachers.
- to provide children with a chance to interact with other children of the same age.
- to increase children's independence mastery.

SELF ESTEEM

- to introduce children to materials which they will use in school and in the "At-Home" component of the program.

INTERACTION

- to provide children with an opportunity for optimum interaction with their parents in a one-to-one learning situation.
- to increase the child's self-esteem.

BUILDING SKILLS

- to give the child a chance to develop his/her social skills.
- to provide the child with a chance to develop basic cognitive skills such as:

auditory skills
language skills
motor skills
visual-motor coordination skills
sensory perception skills
body image skills
memory skills
classification skills

ENJOYMENT

- to involve children and their parents in the implementation of a pre-school program stimulating and reinforcing family interaction to achieve optimal overall development of the child.
- to help the child enjoy learning.

IDENTIFICATION

- to assure identification of handicapped children and children with special needs.

Goals for the Schools

COMMUNICATION

- to develop rapport with parents through communication and involvement to ensure the relevance and effectiveness of pre-school and subsequent school experiences.

KNOWLEDGE

- to provide the school with records and growth patterns of each child in the pre-school program.
- to reduce the need for compensatory education by effectively providing services at the pre-school level.

SERVICE

- to design and implement a working relationship and communication system as a basis for developing a community education mainstream program which would capitalize on the child development achieved in the pre-school period.



Reschool AT THE CENTER . .

CHAPTER FIVE

ORIENTATION

A General Introduction

The mood is one of high anticipation and great expectations. Parents and children are eager to find out just what they will be doing in the coming year, and what the "school" looks like. Staff members are just as eager to meet the new participants, and to begin the work. The Open House is the first meeting, a time to show off and a time to make a good start.

Orientation Activity Schedule

Time In Minutes	Parents	Children	Staff
0-10		Explore children's room.	Parent Coordinator and Teacher makes parents and children feel at home.
10-15	- All join in singing "HELLO" song -		
15-20	Listen to Introduction of staff members.	Explore children's room.	Are introduced to the parents and children.
20-45	Parents fill out registration and release forms.	Free Play Group Activities	Parent Coordinator leads parent discussion. Teacher supervises children's activities.
45-60	Hear a "General Introduction to the program"		Introduce the program.

CONDUCTING AN ORIENTATION

The Objectives of the Orientation are:

1. To acquaint participants with procedures of the Preschool .
2. To acquaint the general public, child welfare classes, etc., with the Preschool Center.

Notification and Scheduling:

The general public is notified through print and non-print media. Those who have indicated an interest in participating in the program are notified by telephone. They are informed of a scheduled block of time for a structured hour-and-a-half orientation. Each parent and child is placed in a group composed of people from the same school attendance area when possible. These groups will convene for the first time at the orientation. The original group is maintained intact throughout the six-day orientation, activity kit exchanges and monthly workshops.

Procedure:

1. Parents and Children arrive. Greetings are made, name tags handed out, and families spend a few minutes experiencing the preschool environment.
2. Family Photographs. Polaroid photos of each family taken in the preschool setting provide an aid to remembering names and associating parents with their children which is especially helpful when dealing with large numbers of families.
3. General Introduction of Staff is made. At this time the "Hello" song is sung which will be used at all other meetings of parent, child, and preschool staff. Another song or activity could be added here, also to "break the ice". The staff members then introduce themselves keeping introductions simple, short and directed to the preschool child as well as to the parents.

4. General Introduction to Phases of the Program - Parent Activity. At this time parents meet in the parent room while the children have their first group time with the teacher in the preschool classroom. Careful attention is paid to the fact that some children may not be ready for this "break" and these children join their parents. Registration and release forms are filled out at this time. The Seton Hall movie is shown and an explanation of general program goals are outlined. Explanations include:

- a. Reason for preschool education - some research and development collected from studies made in child development.
- b. What the parent will do.
- c. What the child will do.
- d. Materials used
- e. Length of time of participation
- f. General objectives of each phase of program activity

5. The following, more specific items are also discussed:

- a. General scheduling and calendars
- b. Parking information
- c. Phone number of the Preschool Center
- d. Information of when to call, etc.
- e. Dress information
- f. The one-to-one relationship between parent and four-year-old which is stressed (and what to do with siblings).
- g. The first name basis used in the program
- h. The law requiring immunization for Rubella and Rubella (Hard and German measles)
- i. General questions and answers

6. Child Activity. At this time, it is appropriate to mention the atmosphere of the classroom. A friendly, and colorfully decorated room which sounds and looks happy promotes a good introductory experience.

The classroom environment is one which also stimulates curiosity and incidental learning. It is geared to meet the child's developmental needs in many areas. There are ample cognitive materials available. There is a dramatic play corner to encourage

role-playing and acting-out. There is an area for art experience, an area for scientific discovery, and an area for beginning musical instruments.

Other interest areas of the room include:

- a. An area for large muscle play - something to climb on, ball play, a punching bag, bean bags, etc.
- b. A block corner with large and small blocks, a wooden train, small cars, and trucks.
- c. A story corner filled with colorful children's books, maps, magazines and stuffed toys.
- d. A table top games area for quiet play and small muscle development.
- e. An area for a watertable and bean box stimulates exploration of pouring, measuring, funneling, and sifting.
- f. A pet care area with birds, a small aquarium, gerbils and meal worms adds yet another dimension.

The children's activities fall into these categories:

- a. Free play activities can be geared toward sharing and playing together.

The following work well:

- (1) building blocks
- (2) dramatic play area
- (3) climber

Activities which would appeal to the less active child would be:

- (1) book corner
- (2) puzzles
- (3) crayons and paper

b. **Group Activities** - after the children have had the opportunity to play, explore, and become better oriented to the classroom, a group activity is introduced. At this time "making a choo-choo train" can be used to take a "tour" of the preschool center, pointing out places of concern like the bathrooms, water fountain, parent room, etc. The atmosphere remains exciting and non-threatening with no child forced to participate. Other good group activities include:

- (1) games
- (2) action songs
- (3) finger plays
- (4) a short craft activity which results in a product which the child can take home with him/her.
- (5) watercolor/cray/fingerpaints - coordinating these activities around a theme adds more interest. For example, making tissue paper ghosts which can be used with the finger play, "Five Little Ghosts", and to fly around to the sound of a spooky song works well in October.

Teacher Preparation for the Orientation:

The preparatory activity has three phases:

1. Preparing materials which the parents take home,
2. Preparing a formal introduction to the program, and
3. Preparing for the children's activities.

Preparing Materials for Parents:

Each parent is given a folder which contains a registration form, a letter from the Health Service concerning immunization, an immunization form to be signed by a physician, a two month calendar, and a daily outline of orientation activities. (Sample forms are included on pages 31-36.)

Preparing an Introduction to the Program:

The teacher should prepare a concise description of the program outlining to parents the types of activities they will participate in. Special attention should be given to the at-home component of the program by demonstrating activity kits and the materials which go with them.

Preparing for the Children's Activities:

The primary preparation includes:

- a. Preparing the environment of the classroom to look as pleasant and inviting as possible.
- b. Setting up play equipment, games, and puzzles, for free play.
- c. Preparing for group activities.

PRESCHOOL REGISTRATION FORM

Child's Name _____ Phone _____
 Address _____ Birthdate _____ Sex: F M
 Father's Name _____ School: Kdg _____
 Mother's Name _____ School 1st _____
 occupation location hours
 Father: _____
 Mother: _____

Educational Background:	Grade School	High School	College
Father	1 2 3 4 5 6 7 8	9 10 11 12	1 2 3 4 5 6
Mother	1 2 3 4 5 6 7 8	9 10 11 12	1 2 3 4 5 6

Child's Physical Handicaps _____

Medication: _____ no _____ yes _____

How many minutes a day can you spend with your child? _____ Mother _____ Father

Do both Mother and Father want to teach the child? _____ Mother _____ Father

Do you have transportation to come to Seton Hall? _____ yes _____ no

Would you be willing to pick up another parent and child? _____ yes _____ no

Are you making plans to move out of the St. Cloud School District within the next two to three years? _____ yes _____ no

What magazines do you have in your home? _____

How did you find out about the program? _____

Emergency Name _____

Address _____

Phone _____

I hereby authorize District #742 to use pictures, slides or video tapes taken of me and my child. Some anticipated uses are on cable television, presentations to community groups both in and out of the school system.

Parents' signature _____

Date _____

Name of child _____

ST. CLOUD PUBLIC SCHOOLS

Independent School District #742

May 13, 1975

Dear Parent or Guardian:

Minnesota State Law requires all children entering public, private and parochial schools as well as those attending nursery schools and day care centers for the first time to show proof of having been immunized against Rubella (German Measles) and Rubeola (Red or hard measles).

Exemptions to the immunization requirement include only those whose physician indicates that the child's health would be endangered by such immunizations or whose religious beliefs are opposed to such immunizations.

If you have a child entering kindergarten in the fall of 1975 your child must show proof of immunity to german and red measles by a signed certificate from the physician issued at the time of immunization. This signed statement from the child's physician must be presented to the child's teacher on the opening day of school. If this is not done the child will be excluded from school attendance until such certificate is received by the school staff.

Please check with your doctor regarding your child's record of immunizations to be certain that all immunizations are up to date.

Parents of children needing immunizations who cannot afford to go to their private physician may feel free to attend any of the immunization clinics held at the St. Cloud Health Department, 315 St. Germain, every other Tuesday between the hours of 1:00-5:00 P.M. Please bring a request signed by your doctor for the immunizations. There is no charge for any of the immunizations and they include Rubella and Rubeola, polio, Diphtheria Whooping cough and tetanus immunizations.

Sincerely,

Marjorie A. Moore

Marjorie A. Moore PHN
Coordinator of Nursing Service
District #742

STATE OF MINNESOTA - DEPARTMENTS OF HEALTH, EDUCATION, & WELFARE
CERTIFICATION OF MEASLES AND RUBELLA IMMUNIZATIONS FOR SCHOOL ENTRANCE

Pupil's Name	Age	Check (✓) ☐ Male ☐ Female	Address	County
--------------	-----	---	---------	--------

In compliance with Minnesota Statutes 1973 Section 123.70, I hereby certify that the above named child:

Hard/Red

- ☐ Has received Measles vaccine (Rubella) Date: _____
- ☐ Has received Rubella vaccine (German) Date: _____
- ☐ Has had Measles previously (Red-Rubeola) Date: _____
- ☐ Has had Rubella previously (German) Date: _____
(A history of rubella is usually not reliable enough to exclude a child from immunization. It is not harmful for an immune child to receive the vaccine. Unless a definite diagnosis of rubella was made by a physician, immunization is recommended.)
- ☐ Has a physical condition such that immunization would seriously endanger the health of the child.

Specify: _____

Date	Physician's Signature
------	-----------------------

- ☐ My child is being reared as an adherent of a religious denomination opposed to such immunizations.
- ☐ I hereby request that the local health officer administer the preceding immunization or immunizations to the above named child.

Date	Parent or Guardian's Signature
------	--------------------------------

SPECIAL REQUEST FOR PERMISSION TO COLLECT PERSONAL INFORMATION
PRESCHOOL

Student's Name: _____ School: Family Oriented Structured
Preschool Activity
Grade: Preschool

In order to provide your child with more effective educational services, your permission is requested for the collection of the following kinds of personal information from you or your child.

Type of Information or Test	Staff Member Responsible	Description and Purpose
<u>Parent Questionnaire</u>	<u>Parent Coordinator</u>	<u>Determine effectiveness of program.</u>
<u>Preschool Diagnostic Battery</u>	<u>Child Coordinator</u>	<u>Determine effectiveness of program.</u>
<u>Kit Evaluation</u>	<u>Preschool Staff</u>	<u>Determine need of revision of Activity Kits.</u>
<u>Attendance and Registration Information</u>	<u>Evaluation Unit</u>	<u>Determine percent of participants from each occupation group.</u>
<u>Photographs</u>	<u>Preschool Staff</u>	<u>Dissemination.</u>

Because of the personal nature of this information, all test scores and related information will be treated with complete confidentiality. Only parents and authorized school personnel will be permitted access to this information without parental consent.

School: Family Oriented Structured
Preschool Activity

Date: 1/20/75

Thaine Baker
Signature

Director, FOSPA
Title

In accordance with Federal and State law you have the right to refuse permission for this special information collection.

Pre-Involvement Preparation

*Daily Outline

(Approximate length of time)

10 minutes

Hello song and group game with child, parent, and staff

45 minutes

Activity stations for parent and child in the following areas:

Body Image - green box

Auditory - orange box

Visual - red box

Fine Motor - yellow box

Classification - blue box

Optional - pink box

5 minutes

Clean up activity stations.

45 minutes

Children will stay in the learning center and participate in group activities.

Parents will gather around a large discussion table to exchange ideas and discuss the program.

On Day 5 the staff will be testing the children in place of the parent-child activities.

August 28.

September

1975

	Monday	Tuesday	Wednesday	Thursday	Friday	
	1.	2.	3.	4.	5.	
	8.	9.	10.	11.	12.	
	Day 1 A. 8:30 B. 10:15 C. 1:00	Day 1 A. 8:30 B. 10:15 C. 1:00	Day 2 A. 8:30 B. 10:15 C. 1:00	Day 2 A. 8:30 B. 10:15 C. 1:00	Day 3 A. 8:30 B. 10:15 C. 1:00	
	15.	16.	17.	18.	19.	
	Day 4 A. 8:30 B. 10:15 C. 1:00	Day 5 A. 8:30 B. 10:15 C. 1:00	Day 5 A. 8:30 B. 10:15 C. 1:00	Day 6 A. 8:30 B. 10:15 C. 1:00	Day 6 A. 8:30 B. 10:15 C. 1:00	
	22.	23.	24.	25.	26.	
		Day 6 A. 8:30 B. 10:15 C. 1:00		Day 6 A. 8:30 B. 10:15 C. 1:00	Kit Exchange A. 9:00 B. 10:00 C. 1:00	
	29.	30.				
		No Kit Exchange this week				

Sample Form

CHAPTER SIX

PRE-INVOLVEMENT PREPARATION

A General Introduction

The Six-Day Pre-Involvement Preparation is a time for beginnings, a time for introductions. It is the first time that the parents, children and staff really get to know each other. It is the first time that many of the children will experience "school", and it is the first time that many of their parents will see teachers as non-threatening, concerned human beings. For many, it is a first chance to actually communicate with the schools. It is an exciting time!

Each new beginning, however exciting, brings awesome responsibility. The staff of the pre-school must work together to make this new experience a happy, profitable one. They must prepare the environment to provide positive effective learning for parent and child as well as cognitive growth. They must make the effort to know each individual parent and child well enough to open the lines of communication. When the responsibility is met, the rewards are many.

During the six days of preparation for involvement, parents and children are introduced to the program, gaining insight into and experience with the activities and materials which they later will use at home.

Several types of activities take place in the six days. These include:

- Parent-Child-Teacher activity (Group games and songs)

- Parent-Child activity (Parents and children work together at child-selected learning stations.)

- Child-Teacher activity (Children experience teacher-directed activity).

- Parent, Parent-Coordinator activity (Parents meet with a professional to discuss

teaching methods, educational materials, child development, and other topics relevant to parenting).

The six days provide a preparation for the major part of the program, the "At-Home" component.

A Sample Schedule for One Day of Preparation for Involvement Activity

The chart which follows indicates a sample daily schedule of pre-involvement activities. The routine established by such a schedule is helpful to teachers, parents and children. It is suggested that a copy of the schedule be given to the parents and important points discussed with them.

Discussion of the schedule presents an excellent opportunity to discuss the importance and necessity of routine to small children. Anecdotal experience stories reinforce this learning, so it might be fruitful to encourage parents to relate experiences they've had with routine and/or lack of routine.

Time In Minutes	Activity In Children's Room	Activity In Parent Conference Room
0-5	Parents and children mingle and observe learning stations which are in place for the day. Free play for children	
5-30	Hello Song sung by parents, children and staff. Group game played by parents, children and staff. Introduction of the day's learning stations	
30-75	Parents and children work at activity stations. Clean up to musical cue.	
75-120	Children with teacher for scheduled activities (see Child Activity section).	Parent discussion with coordinator.

PARENT-CHILD-TEACHER ACTIVITY

Do not underestimate the importance of the initial period of time devoted to "mingling". This is an extremely important time for building a comfortable relationship with parents. The teacher who engages in conversation on a first name basis with parents encourages them to feel open and comfortable, and perhaps more likely to discuss problems later on.

The day "officially" begins with the entire group singing the "Hello Song" and playing a participation game. (Words and actions for songs and games are listed in Appendix D, page 149). This extremely important beginning to the program sets the mood of joviality, participation and familiarity. When parents and staff members are sitting on the floor going through various centerfests with the children, artificial differences between teacher and parent soon disappear. Jokes about "the morning exercise" and "limbering up those aching joints" set parents at ease. The children sense this, and the day begins happily.

Teacher Preparation

It is essential that teachers learn the names of both parents and children. To facilitate this, the black and white photographs of the family which were taken at the Orientation could be mounted on a bulletin board. The names which are listed under the pictures aid both teachers and other parents in identifying group members.

The teacher should pick a new active participation game each day. The following games have worked well:

- Seven Steps
- Once There Was a King
- Johnny Works
- Looby Lou
- If You're Happy

(Words and actions for the games can be found in Appendix D, page 149).

A teacher who is well prepared in music is a tremendous asset to such a beginning and can easily set the mood and give the children and their parents an enjoyable experience.

Teacher Activity During a Typical Day of Preparation for Involvement

Time In Minutes	Teacher Activity in Children's Room	Teacher Activity in Parent Conference Room
0-5	Conversation with parents and children.	Occasional individual conference about problems.
5-30	Participates in group songs and games (joking interchange with parents). Introduces the day's learning stations.	
30-75	Teacher and parent-coordinator move about and occasionally sit with parent and child at a learning station, giving encouragement, and suggesting alternatives.	Sets out materials for parent discussion.
75-120	Teacher directs activities with children, and may model teaching techniques for occasional video observation by parents.	Parent-coordinator directs parent conference.

PARENT-CHILD ACTIVITY (LEARNING STATIONS)

After the initial group games and song, parents begin to work directly with their children at Learning Stations which have been set up throughout the Children's Room (i.e., classroom). Several purposes are served by this interaction:

- Parents become familiar with the skill areas which are stressed throughout the program. Later, they will work at home with activity kits from the same skill areas.
- Parents become familiar with materials which can be used in teaching. The materials used in the learning stations are evenly divided between those found

In schools (e.g., Developmental Learning Materials) and those which parents could find in their own homes (e.g., junk drawer, egg cartons).

- Parents gain insight into their own teaching techniques by observing other parents and children working together.
- Parents develop realistic expectations of their child's abilities by observing other children of the same age. Many parents who have thought their child to be especially gifted or especially slow have come to realize that their child is probably quite "normal".
- Parents gain insight into new opportunities for teaching. For example, after working with visual discrimination skills at the Pre-school, they might be more likely to take advantage of the myriad of visual opportunities presented by the next visit to the grocery store. Many a parent who felt that education was formally learning the ABC's in a classroom has become aware of the education which takes place every day at home and elsewhere in the child's environment.
- It provides the teacher with opportunities to observe the parents working with their child and later enables him/her to offer concrete, helpful direction.
- It provides the teacher with an opportunity to detect physical, mental and emotional handicaps and to make the appropriate referrals.
- It provides situations for later discussion in the parent conference room.
- It gives parents an opportunity to observe their child's selection of learning stations, and gives them insight into the relative importance of motivation and direction.
- It increases parents' confidence in their ability to teach their child.

What Is a Learning Station?

A learning station is, as the name suggests, an environment which has been prepared for a specific, child-involved, active learning experience. Each station is planned around a specific behavioral objective designed to facilitate learning in the basic skill areas stressed by the Preschool: auditory, visual, motor, classification, and body image.

It is equipped with materials which are either typically found in schools or materials which could be found or improvised at home. Generally, these materials fit into a 15 inch by 32 inch box which can be coded with a color indicating the skill area covered.

The boxes are best stored in open shelves accessible to the children. Each station also includes a set of directions which the parent follows. These are printed in LARGE TYPE which is easily read. The language used is simple and concise. The chart on the next page suggests learning stations in the various skill areas, and days on which to set them out.

A Sample Learning Station

The following learning station is typical:

II. Sensory Perception

A. 1, 2, 3, 4 Auditory

Objective: To understand the spoken words, to remember the information, and replace the information in correct order.

Materials: Story Cards

Sample Activity: Tell your child the story, reading what is written on the backs of the cards, and showing him/her the pictures as you read.

Mix up the cards and have your child re-tell the story, arranging the cards in order of happenings.

A complete outline of learning stations can be found in Appendix E, page 165. The numbers II, A., 1, 2, 3, 4, correlate the learning station with activity kits from the same skill area.

Introducing the Learning Stations

The learning stations should be set in place before parents and children arrive. Then, during the five minute "mingling" period, the children and their parents explore the room, noticing the learning stations of the day. This initial exploratory behavior eliminates the later need for the teacher to give oral detailed descriptions of the day's stations. The teacher gives oral introductions to only those stations which involve some special activity requiring complex instructions. For example, the teacher would most likely

show the parents and children how to use and clean the brushes for easel painting. Too many complex instructions only serve to decrease parents' confidence in themselves as teachers and cause them to wonder if "they're doing it right."

The parents should be given the following general instructions regarding learning stations:

1. Let your child choose what s/he wants to do and respect his/her choice. Later discussion of children's choices leads nicely into an exploration of motivation. Usually there will be some children who would rather play in the playhouse than work at learning stations. Staff members can encourage parents to understand that the child who chooses the jungle gym over the learning stations is learning motor skills, visual motor coordination, and other skills. Some children will immediately make an eager choice; others need to wander about a bit before they make a choice.
2. Don't try to work at all of the Learning Stations. There will be more activities set out than are possible to do in the time allotted. Later discussion of this point will lead nicely into a discussion of the different rates with which children move and develop.
3. If your child wishes to do an activity which was in the room on a previous day, feel free to remove it from the open shelves and work with it. Later parent discussions will emphasize the importance of repetition to learning.
4. Talk with your child while you are working.
5. Listen carefully to what your child says to you.
6. Be generous in giving praise when deserved; be sparing of criticism.
7. Reverse the situation at times, and let your child teach you.

8. Laugh with your child, not at him/her.
9. Use positive suggestions; avoid don'ts.
10. Talk with other adults only when necessary.
11. Never discuss your child in his/her presence.

Teacher Preparation for Learning Station Work

The teacher must prepare the environment before parents and children arrive. The general atmosphere of the room (including the way it looks and sounds) should be pleasant and attractive. The following suggestions concern preparing the learning stations each day:

- Set out approximately 8 stations per day for every fifteen children. Enough stations should be available to provide choices, but too many may cause chaos and frustration.
- Duplicate the materials in some of the stations so that more than one parent and child can work with the same activity.
- Check to be sure that the materials and instructions are in order.
- Have some stations which are always available. (For example, the Fish Pond and Hidden Shape Stations can be available every day.)
- Be sure to have at least one major eye-catching "fun" activity station each day. Examples of these might be "Me Maps", "Play Dough", or "Easel Painting".
- Set out stations from different skill areas each day.
- As the six days progress, use stations with an increasing degree of difficulty.
- As the six days progress, use materials which become increasingly abstract.

Teacher Activity During Station Work by Parent and Child

The teacher's major functions during the period of time while parents are working with their children are:

- To act as unobtrusive observer. Watching a mother work and communicate with her child can provide the professional with an accurate idea of the types of support and guidance needed. This is the time to identify for further help that parent who derides his/her child or talks about him/her in his/her presence, or the parent

who expects too much of his/her child. Observing the child as s/he is learning gives the professional an idea of that child's current level of development.

- To be a pleasant presence in the room.

- To suggest and model teaching techniques in an informal manner. The teacher can best do this by sitting down with the parents and child when s/he observes that they are having difficulties. S/He might then suggest a different approach or just offer encouragement.

- To offer support and guidance. This period of time provides a chance for one-to-one communication between parent and teacher and is an occasion to build parent's confidence and answer their questions.

LEARNING STATIONS

Skill Area	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Body Image	Manikin Puzzle Bean Bag Toss	Mirror Play	"Me Maps"	Animal-People Puzzles	↑	Spatial Relations (House on Board)
Auditory	Listening to stories	Musical Instru- ments (Sound Iden.)	Musical Inst. (beat, rhythms)	Sound Iden. (like sounds)		Rhyming pictures & puzzles
Sensory Perception Visual	Spin-A-Shape (Touch & Sight)	Grouping colored blocks	DLM Card Pattern with blocks Feely Box	Sequence Puzzles Touch Cards		Pegs and Board Index Cards
Motor	Jungle Gym Rocking Boat	Dilly Bobbers Tinker Toys	Lacing Shoes Wooden Puzzles	Number-Fits Puzzles & Pegs	WORK STATION	Sewing Cards
Motor Visual-Motor Coordination	Carpenter's Bench Crayon Rubs Art Activities	Play Dough	Water Table	Lacing or Stringing		Easel Painting
Memory	Story Books with memory check Remembering story told with Seq. Cards		Pegs		EVALUATION - NO	What's Missing
Classification	Junk Box	Same & Diff. Big-Little Cards Ollie - Like (shapes, colors)	Feely Box Picture Dominoes Ollie faces	Touch Cards Ollie - No. of shapes		Go-Together Lott Ollie - Half of objects cate- gories.

Language

FISH POND
(Visual-Motor Coord.)

and HIDDEN SHAPES daily
(Visual Discrimination)

PARENT, PARENT-COORDINATOR ACTIVITY

The Parent Conference

The Parent Conference which is the time when parents and parent-coordinator gather informally to talk, is perhaps the most exciting phase of the program. It is a time for open communication, a time for breaking down old stereotypes, a time for education, and occasionally a time of outrageous statement.

The education which occurs is dual; the parent-coordinator is as apt to be educated as are the parents. The professional educator must realize that the parent is also an expert, an expert in his/her own child's physical and mental development. The two together, parent and teacher, can uniquely work for the best interests of the child.

"The good teacher, by virtue of her experience and study, is an expert in working effectively with preschool children of a particular age level. She has observed children and thought about them so that she understands well how they behave and can predict what they are apt to do. She also has become skilled in working with the children in the social situations appropriate to their level of development. She knows how to work with groups of children as well as with individual children.

The role of the teacher of preschool children is important and unique. So also is the role of the parent - the expert on growth and development of the individual child. The mother knows her preschool child as no one else can because she has had responsibility for him twenty-four hours a day, day after day. She has had to cope with her child when he was sleepy, hungry, irritable, emotionally upset, and physically ill. She continues to cope with an emotional range far wider than that usually apparent at school. She must also react to her child both when he is well in command of himself and when he is tired or ill. Parent and child attain a unique intimacy, an intimacy different from that usually attained by the child and his teacher."¹

¹Todd, Vivian Edmiston, and Heffernan, Helen, The Years Before School Guiding Preschool Children, second edition, The Macmillan Co., Collier Macmillan Limited, London, 1970, p.560.

The Atmosphere of the Parent Conference Room

Parents will feel more willing to openly discuss topics if the atmosphere is comfortably free. A big table to sit around, comfortable chairs, and freely flowing coffee make people feel "at home".

Preparation for Parent, Parent-Coordinator Activity

General Background Preparation:

Ideally, the Parent-Coordinator should have an educational background and a wealth of experience which would allow him/her to meet the objectives of the program and deal with such frequently raised topics as the following:

Child Development

- Normal Range of Behavior in the Young Child
- Language Development
- Readiness for Learning Various Skills
- Independence Mastery
- The Works of child development experts

Common Problems of Young Children and How to Deal with Them

- Speech Development
- Bed Wetting
- Temper Tantrums
- Excessive Shyness
- Aggressiveness

- Aggressiveness
- Demanding, Manipulative Children
- Perfectionism
- Thumbsucking
- Ambidexterity, Left-handedness
- Color Blindness
- Sibling Rivalry

Other Topics

- The Father's Role in Educating Children
- How to Expand Upon Activities Suggested in Activity Kits
- Using Materials Commonly Found in Homes
- Toys and Play
- Homemade Toys
- Children's Literature
- Communication Between Parent and Child
- The Psychology of Learning
- Teaching Programs and Methods Currently in Use Within the School District.

The sections of this manual entitled, "Working with Parents", and sections from the Parent Handbook, "Using Language", "Literature for Preschoolers", and "Toys" will provide some background information. It is also suggested that the Parent-Coordinator read the books listed in the bibliography. Lists of films appear in Appendix B, page 131.

Specific Preparation:

A Parent-Coordinator prepared with a list of topics and principles to emphasize in the Parent Conference minimizes the chance of pointless discussion and maximizes the opportunity to seize upon anecdotal situations for the purpose of reinforcing learning. The following list correlates such principles with common parent questions or comments:

TOPIC	ANECDOTE
Your child is an individual, Acceptance of child, Freedom for the child to choose	"My child wants to play in the doll house all the time, and not work at Learning Stations".
Positive and negative reinforcement Verbal development	"I'm embarrassed because my child has picked up the most awful words from the neighbor children. I have spanked, scolded and taken away toys. What do I do?"
The importance of independence mastery training	"I know a mother who does everything for her daughter. Sometimes I think that it is easier to help them dress than put up with all their fooling around." Or, "I feel that when I do all I can to help my child, he will want to help me."
Independence mastery Break the activity into component parts.	"How in the world do you ever teach a child to tie his shoes? I think that I am going to get him buckle shoes."
Attention span Importance of "finishing" (i.e., completing in his mind) an activity Freedom from pressure	"My child will stick to an activity for such a short amount of time. What should I do?"

Besides utilizing parent comments and questions to make a point, the parent-coordinator should be prepared to bring in anecdotes from his/her own experiences as parent and classroom teacher. The discussion should be centered about real, believable experiences rather than theoretical, abstract ideas. It will be most effective if it deals with subjects

which concern the particular group of parents. Different groups may have completely different interests. The parent-coordinator who lectures will lose the interest of his/her group very easily.

The following chart which lists general principles and specific topics for discussion helps the parent-coordinator recall the points made during a day's discussion. Immediately after the discussion period, the parent-coordinator places a check mark in that day's column opposite the topics discussed.

A schedule of daily discussion topics also acts as a guide for the Parent-Coordinator. It should be considered flexible, because discussions often spontaneously take a different direction from the one intended and are sometimes more interesting and informative that way.

The schedule which begins on page 54 is suggested as workable. The daily discussion topics are listed with comments concerning their relative importance and effectiveness.

GENERAL PRINCIPLE OR SPECIFIC TOPIC FOR DISCUSSION	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
Active Learning						
Acceptance of the child						
Repetition						
Reinforcement						
Concrete Learning before Abstract						
Progress from Easy Tasks to Difficult						
Frustration as a Detriment to Learning						
Individual Differences						
Motivation						
Learn Component Parts before Attempting Whole						
Discovery Learning						
Transfer of Learning						
Sensorial Learning						
Child Development (3-6 year behavior)						
Language Development						
Communicating with Your Child						
How to Observe Your Child						
Basic Skill Areas						
Using Activity Kits						
Picking Activity Kits						
Using Materials						

Schedule of Daily Parent Conferences

DAY ONE

Discussion should include:

Round the circle Introductions by parents telling such things as:
 Name - where they live
 Number of children
 special interests or hobbies
 What they do as a family.

Stressing the one-to-one relationship with the four-year-old and strongly suggesting getting a sitter for younger siblings.

Comments:

This is extremely important. It gives everybody in the group an initial familiarity with one another and is usually quite interesting. It sets the mood for the six days.

Do not forget that it is often financially and logistically impossible to do. This could be talked about during the parent group. Parents may be able to suggest solutions to the problem.

DAY TWO

Discussion should include:

Parent comments on learning stations.

Explanation of the Activity Kit Outline.

Discuss the development of the Activity Kits

- skill areas
- activities progress from easy to difficult
- activities proceed from concrete to abstract
- the activities involve "active" learning with the parent and child doing the activities
- Language development built into every kit

How to Observe Your Child
 Acceptance of children

Comments:

This provides excellent opportunities to discover problems and discuss techniques and materials. Refer to the Parent Handbook.

This usually provides many examples to emphasize general principles of learning as well as the use of materials. (See section of this manual entitled "Activity Kits".)

Refer to Parent Handbook.

Schedule of Daily Parent Conferences (cont'd.)

DAY THREE

Discussion should include:

Comments:

Parent comments on activity stations

Continued discussion of the Outline of Activity Kits with emphasis on materials.

Showing the parent how to use the activity kit which is part of the parent handbook.

How to Use an Activity Kit

Demonstrate materials from different kits so that the parents will have some idea of what to expect when they choose a kit for work at home.

This presents an opportunity for each parent to experience the same kit, thereby becoming familiar with the format of the kits, their style, etc.

DAY FOUR

Discussion should include:

Comments:

Parent comments on activity stations.
Parents observe video tape of children in children's room interacting with teacher and each other.

Discuss observations
Discussion of the Libraries
- Book
- Toy

Refer the parents to the section on Libraries in the Parent Handbook.

DAY FIVE

Discussion should include:

Comments:

Explanation of the evaluation and why it is done the way it is. Explanation of the purpose of the evaluation.

Parents fill out an evaluation checking skills they feel the child has.

Child development (3-6 years)

See the next page for further comments on evaluation.

Parents need to be reassured that the test is designed to help them choose kits and not to compare children.

Refer to Parent Handbook. Parents feel that this is an extremely valuable and interesting topic.

DAY SIX

Specific preparation for this day includes:

- Preparing a school bag for each child in the orientation group. The "school bag" is some type of container (e.g., a plastic zippered envelope) which contains basic materials which the child will need for the "At-Home" component of the program, such as crayons, scissors and a pencil. This helps the child who might not have these items in his/her home and gives all of the children some tangible evidence of their participation in the program. It boosts the child's self-esteem sky high!
- Selecting the first Activity Kit for each child in the group.
- Preparing a copy of the child's evaluation record for the parent.

On the sixth day of the orientation period, there is a shorter group parent conference. In its place, the Parent-Coordinator and the Teacher meet with the individual parents to discuss and interpret the child's evaluation report and to plan the "At-Home" part of the program.

Discussion should include:

Their child's evaluation report.

Comments:

Parents may ask questions and express fears and expectations about their child in a personal conference which they would not in a group situation.

Have the parents copy the evaluation report in their handbooks and show them how to interpret it and use it as a guide to select Activity Kits.

This is often a time to reassure parents who feel that their success as a parent is being measured by their child's test results.

DAY SIX (cont'd.)

Discussion should include:

Comments:

The first Activity Kit

Go through the general format and each specific activity, showing the parent how to use the materials and giving reasons for the kit's selection.

When they will return to the Preschool and what they will do when they return.

CHAPTER SEVEN

THE ACTIVITY KIT EXCHANGE

The weekly Activity Kit Exchange is a busy, busy time when parents and children bustle in and out of the Preschool Center returning old materials, picking up new materials and activity kits, and stopping for a few minutes to talk and play. Since it occurs frequently and for short periods of time, it tends to be rather loosely structured and informal. It is a time when parents, children and staff members learn to know each other better and feel free to ask questions. It is a time when valuable learning can occur.

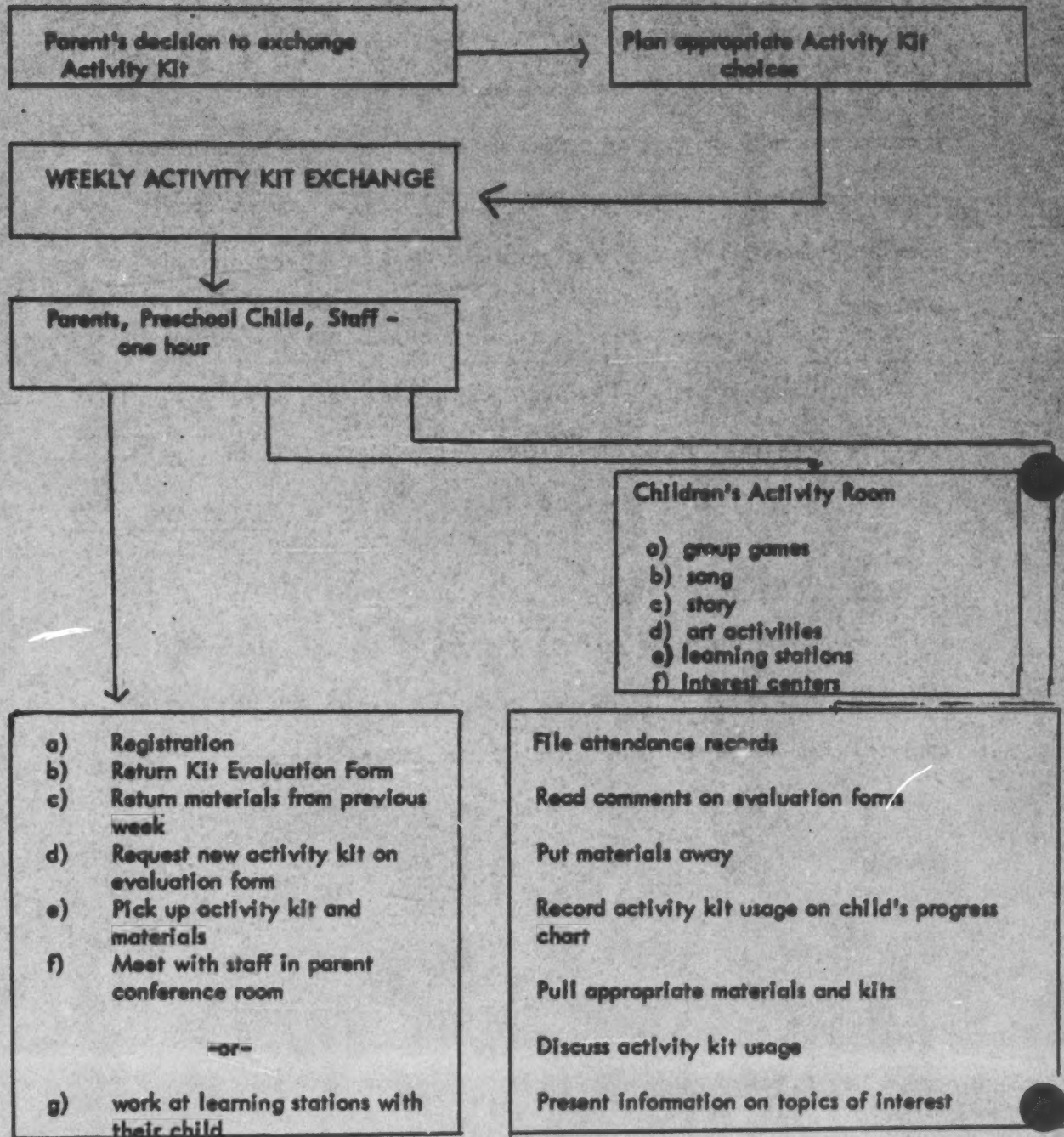
The Parent Handbook (pages 9-11) offers suggestions to parents concerning the kit exchange procedure. Suggestions for selecting new kits are listed on page 19 of the Handbook.

Order of Activities for a Kit Exchange

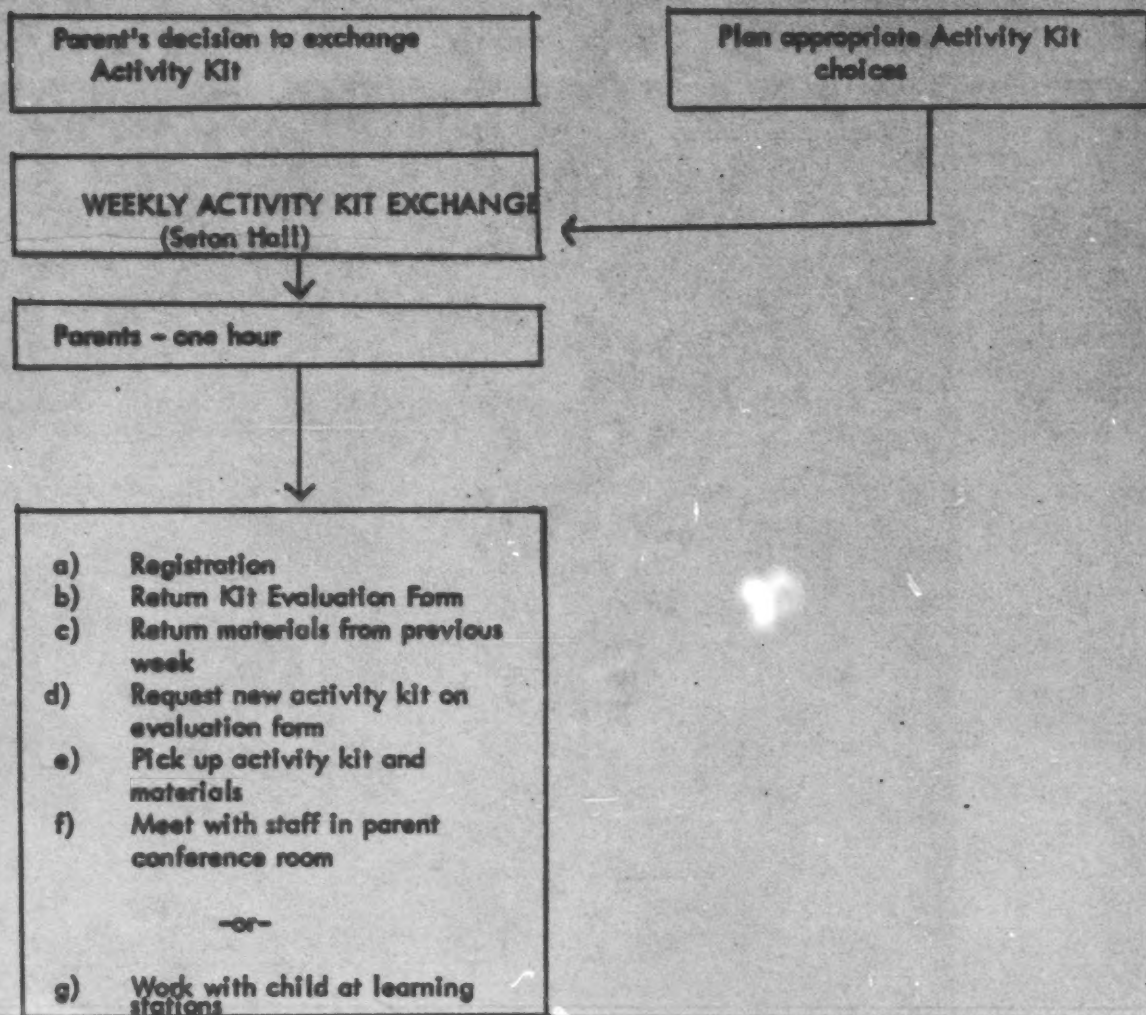
The following flow charts indicate the nature and order of activities involved in home activity kit usage for parents, staff and children. The blue chart contains the parent component, the red chart the child component and the green chart the staff component. The white chart combines the three.

PARENT, CHILD, STAFF ACTIVITY

Home Activity Kit Usage

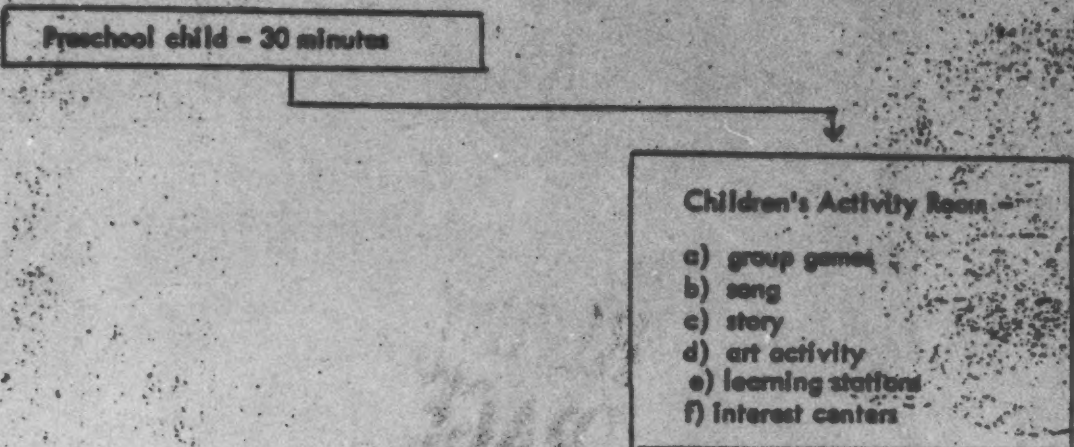


PARENT COMPONENT



CHILD COMPONENT

Preschool child - 30 minutes



```
graph TD; A[Preschool child - 30 minutes] --> B[Children's Activity Room];
```

Children's Activity Room

- a) group games
- b) song
- c) story
- d) art activity
- e) learning stations
- f) interest centers

STAFF COMPONENT

Staff - one hour

```
graph TD; A[Staff - one hour] --> B[File attendance records<br/>Read comments on evaluation forms<br/>Put materials away<br/>Record activity kit usage on child's progress chart<br/>Pull appropriate materials and kits<br/>Discuss activity kit usage<br/>Present information on topics of interest];
```

File attendance records

Read comments on evaluation forms

Put materials away

Record activity kit usage on child's progress chart

Pull appropriate materials and kits

Discuss activity kit usage

Present information on topics of interest

Individual Progress Chart

The individual progress chart (page 68) indicates which kits are used by a family and the date of use. It is completed by a staff member and kept on file at the preschool center for purposes of evaluation.

Attendance Chart

The attendance chart (page 90) is kept for each group. A quick glance at the chart indicates those parents who have not attended regularly, or show a gap in a normally good attendance record. A short phone call often points out a need for a home visit or motivates more regular attendance.

THE PARENT COMPONENT OF A KIT EXCHANGE

Parents select a new Activity Kit each week with guidance from evaluation reports and staff. The self-select process is an important aspect of the parent's assumption of the teaching role. It presents an opportunity to actively use the information from testing and it develops the parents' confidence in their ability to know what is best for their child.

After the kit is selected, parents confer with a staff member concerning experiences with the previously used activity kit. This is usually a free, un-structured discussion session allowing for much interchange between parents and staff. It is valuable in that it tends to bring to a realistic level the parent's expectations about his/her child. Once every month the parent conference is dispensed with so that parents might work with their children at learning stations.

INDIVIDUAL PROGRESS CHART

-68-

Name of Child _____
 Date of Birth _____
 Date of Termination _____

Date of Orientation _____
 Date began "at-home" Phase _____
 Reason _____

WEEKS:

Packet Title & Number _____

I. BODY IMAGE

A. Whole Body Awareness

1. Who I Am
2. What I Do
- * 3. Body Parts - Identification
- * 4. Body Parts - Function
5. Laterality
- * 6. Left & Right

II:A:1

II:A:2

II:A:3

II:A:4

II:A:5

II:A:6

B. Spatial Relationships

1. Using Self
- * 2. Using Objects
- * 3. Using Pictures
4. Location of Objects

II:B:1

II:B:2

II:B:3

II:B:4

II. AUDITORY

A. Inside Sounds

II:A

B. Outside Sounds

II:B

C. Voices

II:C

D. Qualities of Sounds

- * 1. Loud & Soft
- * 2. Pitch

II:D:1

II:D:2

E.

1. Focus/Field
2. Auditory Acuity

II:E:1

II:E:2

F. Auditory Sequential Memory

- * 1. Following Directions
- * 2. Words, Phrases, Sentences
- * 3. Poems, Stories, Rhymes
- c. Story - Memory
- * 4. Sounds

II:F:1

II:F:2

II-F:3

II-F:3:c

II-F:4

G. Rhyming

- * 1. Identification
- * 2. Production
3. Words

II:G:1

II:G:2

- a. (Part a)
- b. (Part b)

II:G:3:a

II:G:3:b

H. Sounds in Words

1. Initial Sounds
- a. Auditory
- b. Visual

II:H:1:a

II:H:1:b

III. VISUAL

A. Actions

III:A

B.

1. Objects
2. Visual Acuity

III:B:1

III:B:2

C. Colors

- * 1. Red
- * 2. Yellow
- * 3. Blue
- * 4. Combination
3. Intermediate Colors
- a. (Part a)
- b. (Part b)

III:C:1

III:C:2

III:C:3

III:C:4

III:C:5:a

III:C:5:b

D. Shapes

- * 1. Circle
- * 2. Triangle
- * 3. Rectangle
- * 4. Combination
3. Opposites

III:D:1

III:D:2

III:D:3

III:D:4

III:D:5

E. Figure Ground

- * 1. Concrete Objects
- * 2. Pictures

III:E:1

III:E:2

F. Visual Closure

III:F

b. Symmetry		III:G:1:b	
c. Patterns		III:G:1:c	
* 2. Stories and Events		III:G:2	
* 3. Visual Memory		III:H	
Visual Sequential Memory			
1. Concrete Objects		III:H:1	
2. Pictures & Symbols		III:H:2	
7. MOTOR			
A. Large Muscle		IV:A	
B. Small Muscle			
1. Hand Exercises		IV:B:1	
2. First Finger Exercises		IV:B:2	
3. Second Finger Exercises		IV:B:3	
4. Third Finger Exercises		IV:B:4	
5. Eye-Hand Coordination - Visual Tracking		IV:B:5	
* 6. School-Related Small Muscle Activities		IV:B:6	
7. Paper-Folding (Origami)		IV:B:7	
8. CLASSIFICATION			
A.			
* 1. Big and Little		VI:A:1	
2. Graded Size		VI:A:2	
* 2. Same and Different		VI:B	
3. Letters & Numbers		VI:B:3	
4. Words and Phrases		VI:B:4	
C. Common Associations			
1. Go-Togethers		VI:C:1	
* 2. Grouping		VI:C:2	
3. Categories		VI:C:3	
* D. Discrepancies		VI:D	
9. ENRICHMENT			
A. Physical Science			
1. Air		VII:A:1	
2. Evaporation, Condensation & Solution		VII:A:2	
3. Light		VII:A:3	
4. Light & Shadow		VII:A:4	
B. Natural Science			
1. Seasons		VII:B:1	
2. Growth		VII:B:2	
3. Birds		VII:B:3	
4. Trees		VII:B:4	
5. Seeds		VII:B:5	
6. Plants		VII:B:6	
C. Foods			
1. Identify Foods		VII:C:1	
2. Classify Foods		VII:C:2	
3. Fresh & Stale Foods		VII:C:3	
10. TIME ORIENTATION		VII	
11. LANGUAGE DEVELOPMENT			
A. Story Elements			
1. Sensory Image		VIII:A:1	
2. Emotional Content		VIII:A:2	
3. Illogical		VIII:A:3	
4. Humor & Fantasy		VIII:A:4	
5. Story Telling		VIII:A:5	
12. ALPHABET			
A. General Matching Letters			
1. Visual		IX:A:1	
2. Auditory		IX:A:2	
B. General Awareness		IX:B	
13. MATCHES			
A. Sets			
1. Identify Sets		X:A:1	
2. Operation of Sets			
a. One-to-One Matching		X:A:2:a	
b.			
1. Joining & Separating		X:A:2:b:1	
2. Joining & Separating		X:A:2:b:2	
3. Numbers and Numerals			
1. Numbers		X:B:1:a	

- For recording attendance and identifying those persons who might need home visits.

Group A - Open Conference Time 9:00

[illegible]

WEEKS OF ACTIVITY KIT EXCHANGE

A 31x31 grid with a header row containing numbers 1 to 31. The grid is composed of 31 columns and 31 rows. The first row contains the numbers 1 through 31, each centered above its respective column. The remaining 30 rows are empty, forming a grid of 30x31 cells. The grid is drawn with thin black lines on a white background.

If time permits, topics which parents indicate an interest in are explored in Parent Conference. Topics which have been popular are:

1. toys for preschoolers
2. home-made toys
3. simple teaching techniques
4. films on child development and teaching techniques
5. the importance of auditory skills in aiding language development and clear speech
6. bed-wetting, temper tantrums and other problems of children
7. dealing with children's feelings
8. discipline at home and school
9. walking with your child
10. dramatic play
11. simple puppets for fostering language development
12. outdoor play
13. community resources
14. simple seasonal science activities
15. entering kindergarten
16. children cooking
17. a child's garden
18. books my child liked or disliked
19. death
20. sickness
21. unemployment
22. divorce
23. school phobia
24. sexual development of children
25. one-parent families
26. nuclear and extended families

Parents Evaluate Each Activity Kit

Before receiving a new activity kit, parents evaluate the old one, indicating recommendations or suggestions for improvement as well as other comments. Parent evaluation serves these major purposes:

- It enables the staff to understand how the kit is working in the home context.
- It provides the staff with suggestions for revising the kits.
- It increases parents' confidence in their judgments by helping them realize their contribution to the school.

ACTIVITY KIT EVALUATION FORM

Activity Kit # _____

1. Did you find these activities interesting?

all of the time / most of the time / rarely / never

2. Did your child enjoy the activities?

all of the time / most of the time / rarely / never

3. Do you feel your child gained knowledge of the skill or concept presented in this kit after doing the activities?

considerable / somewhat / little / none

If you have any recommendations or comments regarding this kit, please write them below.

CHILD COMPONENT

The weekly hour of time at the preschool center is anticipated eagerly by the children. It is another time when they can "go to school" and participate in the happy activities especially prepared for them. They have the opportunity of playing with friends their own age and engaging in some teacher-directed activity.

TEACHER, PARENT-COORDINATOR PREPARATION FOR ACTIVITY KIT EXCHANGE

Preparing for the parent component of Activity Kit Exchange

Because the Activity Kit Exchange is loosely structured and frequent, it becomes a time for important communication between individual parents and staff members. At this time, parents often come to staff members for advice and counsel about personal problems with their children or with the schools. General background information concerning school and community resources aids the parent-coordinator in making referrals. The ideal preparation for the parent-coordinator is thus both general in terms of background knowledge and personal experience and specific in terms of a prepared presentation.

General background preparation for the parent-coordinator which is helpful includes

- ... Experience as a parent.
- ... Knowledge of community resources and services available, such as:
 - the local Mental Health Center
 - School District Services (speech clinic, reading programs, and special education)
 - Public Health Department
 - Social Welfare Department
 - Park and Recreation Department
 - Public Library
 - Local nursery, Head Start, Day Care and Montessori Centers
- ... Knowledge of reading and mathematics programs taught in the local elementary schools.
- ... Knowledge of the basic principles of learning.
- ... Knowledge of the psychology of learning
- ... Knowledge of the principles of child development and psychology
- ... Knowledge of currently available toys and their prices
- ... Knowledge of children's books and their availability

Specific Preparation for the Activity Kit Exchange

The first half of the Activity Kit Exchange is taken up with helping the parent select a new kit, giving advice and counsel, and discussing the parents' last experiences with the

kits. (This will often take up the entire period.) The parent-coordinator is wise to prepare a short presentation on a pertinent topic. Sample topics were suggested earlier in this chapter.

An example of an interesting and successful topic is "Toys for Preschoolers". Before presenting the topic, the parent-coordinator could borrow toys which s/he judged good or bad from several local department stores. The ensuing discussion could then bring out features which are present in good toys such as:

- " ... The toy must be appropriate for the child's current interests.
- ... The toy must be within the child's level of skill to handle.
- ... The toy should be useful for more than one purpose, lending itself to different kinds of play.
- ... The toy should be sturdy enough to maintain its usefulness for several years.
- ... The toy should do what it is supposed to do. (For example, a toy sewing machine should actually be able to sew.) "

At later meetings, parents could bring toys which have proved through their experiences to be either good or bad. Timing the presentation before winter vacation might make it especially valuable to parents.

Preparing for the Child Component of the Activity Kit Exchange.

The room should be prepared to provide a pleasant, colorful atmosphere where children can have a "happy" experience with school. This is especially important since pre-school is often the children's first school, and later attitudes toward educational institutions are critically influenced here.

1. Goldenson, Robert M. and Hartley, Ruth E., The Complete Book of Children's Play, Thomas Y. Crowell Co., New York, New York, Apollo Edition, 1970.

The preparation should be flexible enough to allow for early and late arrivals. These, coupled with the short time allotted, predicate short activities and ample "free play" time. The planned, directed activities should either be individual art activities such as painting, clay, cut and paste, or learning stations which have been introduced to the children earlier.

Once a month, the teacher should prepare learning stations for parents and children to work together with. It is effective to use some learning stations which were used during the Six-Day Preparation for Involvement period and to introduce a few new ones. (See the section of this manual entitled, "Learning Stations".)

The schedule which follows is flexible enough to allow for early and late arrivals, and yet provides a certain amount of routine which is helpful to the children:

<u>Time in Minutes</u>	<u>Activity</u>	or	<u>Activity</u>
0-5	Free Play		Free Play
5-10	Story		"Hello" song and game
10-15	Orientation Activities: Hello Song		Learning Stations
15-40	Individual Activity		Learning Stations
40-60	Free Play		Free Play

WRITING ACTIVITY KITS

New activity kits may be desirable for further expansion of a family oriented preschool program. Perhaps a need might arise to reach younger or older children through this vehicle, or to provide further stimulation and enrichment for a four-year-old who already possesses well developed skills. New activity kits might be written to enhance skills not previously dealt with. For example, kits could be written concerning time, time-space skills, language development, and feelings or emotions as well as in the art and music areas.

Points to Remember When Writing Activity Kits

Formulate and clearly state your objective. Try to write objectives which are descriptions of your goals in terms of desired behaviors or outcomes which can be objectively measured. Constantly refer to this objective when writing activities.

Each "lesson" should incorporate active learning. Parents and children should be doing, exploring, discovering and playing together. They should not be passive observers.

Isolate the concept or skill you are dealing with. Eliminate attention to peripheral skills or concepts.

Sequence your activities so that the easy ones will be done before the difficult ones and so that the child will deal with concrete objects before abstract representations.

Repeatedly deal with the same skill or concept, but do it in a way in which each activity is different from the previous one and includes some new content.

Build language experience and expression into each kit and each activity. Encourage the development of vocabulary and communication between parent and child. For example, you might include suggestions for questions which parents might ask a child. Be sure to encourage communication with other members of the family. You might have suggestions for activities which the child should do "when Dad gets home".

Include frequent references to having fun, making the lesson enjoyable and praising the child.

Each activity should take only ten to fifteen minutes.

Eliminate educational jargon, but do not talk down to parents.

Try to visualize the home setting while writing the activities. Try to write activities which incorporate materials present in the home and which will make parents more aware of their homes as learning laboratories.

Try to use as few words as possible.

Use diagrams/pictures to help clarify directions.

Try to include at least one activity which uses materials which the school provides. Using games from school is motivating for both the parent and child. It also serves to introduce parents to the materials their children use in school.

Avoid the use of consumable materials.

CHAPTER EIGHT

THE MONTHLY WORKSHOP

The Monthly Workshop is a time for learning more. It is a time for parents to pursue topics of interest with experts. It is a time for children to learn more about going to school. It is still another time for fun, old friends, laughter, music, coffee and "chit chat". It doesn't happen often, so make the most of it.

Each workshop may revolve about a different theme, but the motif underlying all workshops is an emphasis on developing observational skills. Parents are guided in their observations of children. They are encouraged to notice their child interacting with teachers, other children, and materials in order to make discoveries about them.

CHILD COMPONENT

The Monthly Workshop gives children the opportunity to return to the preschool center to work with teachers and to socialize with other children of the same age. The activities planned for the children are of two types: those providing observational data for parents, and those which are general preschool activities.

PARENT COMPONENT

The Monthly Workshop gives parents an opportunity to watch teachers work with their children, and to explore topics of mutual interest in depth.

Directed observation of the children and of professional teachers using techniques and materials is accomplished by suggesting things to look for before the actual teaching occurs, and by observation forms which parents fill out as they watch. The forms can be saved to compare to later observations, thereby giving parents a record of their

child's developmental growth. (See the sample form included in this section and guidelines for parent observations of children in the Parent Handbook, page 70.)

After the observation period, parents return to the parent conference room to discuss their observations and explore a topic of interest. Topics may be presented by experts, panels or the parent-coordinator and may incorporate a variety of media. Common topics requested by parents include:

Child Development: Some excellent films are available. An old but good one is, "Four and Five Year Olds in School." (See appendix B, page 131 for "Films and Film Sources.")

Children's Literature: An expert from your local public library is usually willing to present a talk on this subject.

Active Listening: How to listen to your child. School district human relations experts are resources for this topic.

Speech Problems and Verbal Development of Young Children: Most local school districts have a speech clinician who would be willing to talk to a group of parents.

Reading and Math Programs in Local Schools: An explanation of how reading and mathematics are taught in the local schools presented by the reading and mathematics coordinators of the school district.

Discipline in the Home and School: Various methods and theories (Dreikurs, Adler, Ginott, Spock, etc.) can be researched and presented by the staff or an expert from the local Mental Health Center.

Let each group determine the agenda for the workshops. Nothing falls "flat" more easily than a topic picked by staff without parent consultation.

TEACHER, PARENT-COORDINATOR PREPARATION FOR MONTHLY WORKSHOP

Parent-Coordinator Preparation

Since the parents will be observers at the workshop, the major preparation will be in providing and directing observations. This often includes recruiting and preparing a

speaker.

The parent-coordinator must secure speakers, films or video materials well in advance of the Monthly Workshop. In order to direct a meaningful discussion, s/he should have done some background preparation, including reading, talking with the speaker and previewing films. Prepared handouts reinforce what is learned.

The teacher and parent-coordinator must consider themselves models. Parents will observe their methods of motivation, reinforcement, interaction, discipline and group control, as well as their use of materials. Parents will observe the introduction of a lesson and the follow through. This requires confident, well-prepared teachers and simple well-planned lessons.

The lesson-observation chart included in this section indicates important observations of both teacher and child which certain lessons provide. (Sample lesson plans can be found in Appendix D, page 149.)

Teacher Preparation

The teacher-directed activity which provided parents with observations was discussed in the previous section of this chapter.

The unit activities for children which occur when the parents are in the conference room are designed to further the aims of introducing the children pleasantly to a school setting, providing them with a chance to socialize with other children of the same age, and developing basic cognitive skills. They should involve some physically active and some mentally active types of participation. The following schedule is typical:

A SAMPLE SCHEDULE FOR A MONTHLY WORKSHOP

Time In Minutes	Parent Activity	Child's Activity
0-10	Hello Song	Hello Song
10-25	In conference room to receive observation chart and introduction to the day's activities.	In "cozy corner" for a story and an explanation of the activities for the day.
25-70	In children's room to observe.	Child in small groups rotates from: 1. teacher directed readiness work (e.g., with cuisenaire rods - see appendix) to 2. discovery-learning readiness work (e.g., equal arm balances - see appendix)
70-120	In conference room to discuss observations and see speaker or film.	Activities in children's room (songs, games, stories and art activities).

**Typical Children's Activities While Parents are Involved in
Discussion Group**

<u>Time in Minutes</u>	<u>Planned Activity</u>
70-75	Story
75-85	Physically active song involving movement and/or instrument playing.
85-95	Art activity involving classification, perceptual and motor skills.
95-100	Story
110-120	Free play and clean-up
120	Goodbye Song.

A sample unit, The Nutcracker Suite, can be found in the appendix of this manual.

(Appendix D, page 149.)

LESSON - OBSERVATION CHART

LESSON (see appendix for detailed lesson plan)	Observations of TEACHER	Observations of CHILDREN
Cuisenaire Rods	<u>Directive Teaching</u> How she controls the group. Use of language, clear directions. Use of reinforcement.	Use of materials. How s/he follows directions. Group interaction. Motivation. Interest span. How is the child classifying?
Equal-Arm Balances	<u>Inductive Teaching</u> Presentation of materials. Correction of child's error. Use of suggestion. Types of materials used.	<u>Discovery Learning</u> Use of materials. Motivation. Independent activity. Interest span. Self correction of error.
Shadows - What is a shadow? How to make a shadow larger and smaller.	<u>Inductive Teaching</u> Use of materials. Use of motivation. Use of control.	<u>Discovery Learning</u> Motivation. Interest span.
Air - Proving that air exists.	<u>Directive & Inductive Teaching</u> Giving directions. Use of common materials.	<u>Discovery Learning</u> Following directions. Interest and attention.
Lavatelli Flower Classification	<u>Inductive Teaching</u> Use of language to classify. Introduction of new words. Group control. Motivation.	Classification by color and/or flower type. Verbal response. Attention span. Use and understanding of new words. Cues taken from teacher or peers?
Musical Dramatic Activity	<u>Directive Teaching</u> Use of reinforcement techniques. Use of repetition.	Listening skills. Sense of pitch. Ease of participation.

SAMPLE OBSERVATION FORM FOR PARENTS

Observations of Workshop I

Observation A - Cuisenaire Rods

Observation B - Balances

1. How does s/he arrange the rods on the plate. Is s/he classifying?

1. Does your child listen to instructions?

2. Does s/he follow directions?

2. Does s/he work with the balances in a gentle or rough way?

3. Does s/he classify by color or size?

3. Did your child discover the concept involved?

4. Does your child make his/her own decisions, or does s/he look at what the other children are doing.

4. Did your child achieve balance by addition or subtraction?

5. Does s/he suggest things to do?

5. Does s/he work independently or is s/he observing the other children?



AT HOME..

CHAPTER NINE

HOME ACTIVITY

The most important aspect of a family oriented preschool program takes place in the home. Here a family can utilize the information gained at the preschool center to create a climate which will enhance learning and develop positive attitudes toward education. The special close relationship encouraged between parent and child provides the potential for an even better environment for learning than schools can. Ideally, parents will become more aware of the educational opportunities in their everyday environment, and both parents and children will benefit by improved communication.

Several vehicles have been developed to initiate and stimulate learning activity in a home context. They include:

- Activity Kits
- Home Visits
- A Preschool Newsletter
- Circulating Libraries (Book and Toy)

All provide an extension of, and encourage expansion on, the attitudes and the knowledge fostered by the preschool center through the other components of the program.

THE ACTIVITY KITS

What is an Activity Kit?

An Activity Kit is a practical application of the theoretical principles of the psychology of learning represented by a booklet of five ideas for activities which stimulate learning in a basic skill area. It is designed to be used in consort with returnable materials by parents and children in the home.

Because the kits were designed to be used by parents in the home, the language is simple and the activities are short. (They take approximately ten minutes of the parent's time each day for five days.) The preschool center supplies all materials which would not ordinarily be found in the home (e.g., books, rhythm instruments, puzzles, sequencing cards.) The materials are kept by the parents for a week and then returned and exchanged for new ones. The parents are encouraged to think of the activity kits as ideas for activities and to expand on them, alter them, or create new ones to fit their own life style. The activity kits will in this way be attractive and easy to use.

The Development of the Activity Kits

Each activity kit was developed to be within the ability range of 3-6 year old children. Some are simple, others are complex, yet each is within the range of abilities. Each activity kit employs the following principles:

-- Active learning. The parents and children are doing, exploring and discovering. The children are active participants, not passive observers.

-- Easy before difficult. The activities within the kit begin easy and progress to more difficult. The activity kits available begin easy and progress to more difficult.

-- Concrete before abstract. Children work with real objects and are encouraged to use all of their senses to understand those objects before they work with abstract representations.

-- Isolation of a skill or concept area (or segment of that area.) Each activity kit deals only with one basic skill area or a segment of that area. Auditory kits focus on listening skills within the Sensory Perception skill area.

-- Repetition. The activities within a kit repeatedly deal with the same concept. Each activity kit enhances the development of language skills. The very fact that parents work individually with a child fosters communication skills. Besides this, each kit suggests language building ideas such as describing objects or events, or

naming. Each kit also suggests vocabulary development using proper terminology. (See "Using Language", page 59 in the Parent Handbook.)

Basic Skill Areas emphasized by the Activity Kits

The activity kits deal primarily with perceptual and cognitive skills. The kits were designed to deal with the following basic skills:

Body Image . . . kits focus on Who I Am, What I Do, Identification of Body Parts, Function of Body Parts, Laterality, Left and Right and Spatial Relationships.

Auditory . . . kits focus on Inside Sounds, Outside Sounds, Voices, Qualities of Sound, Focus Field, Auditory Sequential Memory and Rhyming.

Visual . . . kits focus on Actions, Objects, Colors, Shapes, Figure Ground, Visual Closure, Visual Sequencing, Visual Memory, and Visual Sequential Memory.

Motor . . . kits focus on Large and Small Muscle Activities.

Classification . . . kits focus on Big and Little, Same and Different, Common Associations and Discrepancies.

Enrichment kits deal with basic concepts, not basic skills.

The segment of the Parent Handbook entitled "Basic Skills" (page 115) explains the rationale behind the choice of the basic skill areas to parents.

Parents are educated in how to use the Activity Kits.

Parents are encouraged at the preschool center to understand and apply methods and techniques of reinforcement and motivation. They are encouraged to expand on the ideas from the kits and to use them in their daily experiences, thus encouraging a transfer of learning. They are apprised of individual differences and child development through both discussion and evaluation procedures. This does not happen overnight. It takes repeated meetings with the staff members of the preschool center as well as practice at home.

The Parent Handbook contains general instructions on how to choose and use activity kits (page 19). It also contains an outline of activity kits (page 25) and a copy of the child's evaluation report (page 39).

Staff members encourage parents to enjoy the kits in a relaxed atmosphere. Above all, parents are urged to avoid exerting pressure on the child or on themselves.

HOME VISIT

The Home Visit is another way to stimulate and initiate learning activity in a home context. It is an opportunity for parent and teacher (or parent-coordinator) to share their understandings of a child in depth and detail. It is often a comfortable time conducive to free and open discussion. Here the teacher can offer suggestions and personal tutoring which is impossible at the preschool center. A home visit to every participating family is desirable, but often impossible. Two occasions suggest mandatory home visits. They are:

- A case where the parent is unable for some reason to come to the preschool center. After two successive absences, a parent should be called and offered a home visit.

- A case where the staff feels that a parent needs special help and individualized attention. A mother who doesn't read, a parent who is insecure in his/her role, or a child who needs special attention are all examples of such special needs.

The section of this manual entitled, "Working with Parents" (page 11), offers some suggestions for the teacher or parent-coordinator who does home visiting.

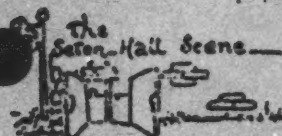
THE NEWSLETTER

A preschool-initiated newsletter can bring ideas for activities, information about the schools and community, and inspiration into homes through the mail. It provides a measure of continuity between home and school, present and past, preschool and kindergarten. It contains something for both children and parents.

It also represents a vehicle for involving parents. Writing, editing, reporting and mailing all require special talents which parents have.

Two samples of such a preschool newsletter are included in this chapter. They are mailed monthly to all present and past participants in the preschool project as well as to local educators. Notice that the newsletter contains the following types of information:

- A column written by parents (Parents Speak).
- A column written by a local kindergarten teacher.
- Suggested activities for preschoolers (Play is Child's Work).
- Advice on child development (Becoming Me).
- A review of a book concerning children, parents, or education (Book Nook).
- A suggestion for community activity (A Community Happening).
- An inspirational thought (Thought Spot).
- Information about the Preschool Center (The Seton Hall Scene).



Ideas with you on ways to develop a learning environment at home. We are hoping that you in turn will share your ideas about teaching children with us. Your ideas will be passed on to others through this Newsletter.

You might ask, "Why do all this?" It is quite simple...research shows: learning occurs in places other than school buildings and that people other than teachers can teach; attitudes toward learning are learned primarily at home and the home is a central learning place; children learn best when home and school share in the educational experience; and when parents are actively involved in the education of their children it will continue long after the formal program ends.

So we continue on this exciting venture of parents, children, and teachers wondering, discovering, and learning together through "The Street Begins at My House" Newsletter.

...by Elaine Urry

"The Street Begins at My House" Newsletter will come to you from Seton Hall monthly to exchange

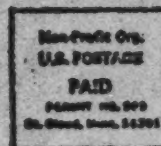


Each issue, "Book Nook", will introduce a book pertaining to children, parents, education ... that you may enjoy reading.

How are parents going to become involved in schools? A new book, The Auxiliary Teacher Program, gives suggestions on how to use parents and the community effectively to teach in the classroom. Knowing that the book's author, Jerry Abbott, is a principal at Lincoln school in St. Cloud should be encouraging and exciting to you. Reading this book will show you what you have to offer in the classroom.

the STREET begins at my HOUSE

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1207 7th St.
ST. CLOUD, MINN. 56301



Children learn through play and play is their full-time job, therefore, we have set aside a portion of our Newsletter to various "jobs" that will keep them busy.

by Linda Wocken

Are your children restless when you take them along grocery shopping? Here's an idea that will make shopping a treasure hunt for them. Tear off labels from boxes and cans of things, as you use them up, then when you go shopping give the labels to your child and have him keep his eyes open for them and match them up.



We hope "Thought Spot" will serve as an inspiration to you in your daily life.

~~~~~

If a child is to keep his  
Inborn sense of wonder ...  
He needs the Companionship  
of at least one adult  
Who can share it ...  
Rediscovering with him the  
Joy, excitement and mystery  
of the world we live in

Rachel Carson





TV ... by Emma Ekkelgren

Researchers believe the average American high school student has watched more than 15,000 hours of television, and seen more than 500 films. Compare these facts with the total hours of schooling for the high school graduate - 10,000. What can you do?

Keep a log for a week of the number of hours your child watches television. Then decide whether he watches too much or not. Beyond the actual hours he views television are the more important questions of what and why he watches. Do the programs enrich him mentally? Does he become so involved with what he sees that he wants to share the experience with you? Does he spend more hours sitting than playing? Are the programs he watches mostly cartoons, comedy, adventure or educational?

Here is what you can do to find some answers to these questions: Sit down with your youngster and check off from your newspaper's television schedule the program he consistently watches. Ask him which three programs he likes best and then view the programs with him. You can help him view the programs more intelligently by playing an anticipation game. Ask each other questions such as, "What will happen after the next commercial? Why do you think it will happen? If you were \_\_\_\_\_, what would you do?"

Home... a place to brood, to wonder, to learn. "Home... A Place To Learn" will give you some ideas you may like to do with your child in your own home.



Children love to learn ... to see new things ... to hear new sounds ... to see the world around them. "Community Happenings" will tell you about events and places that you may want to take your children.

by Judie Maethner

In this winter of energy conservation it might be of interest to your family to see how people lived before the convenience of electric lights, appliances, and central heating.

A visit to the Stearns County Historical Society Museum will literally take you back one-hundred years or so to the days of kerosene lamps and feather tick comforters. The museum is located beneath the Stearns County Library, 123 South 4th Avenue, and is open from 1:00 p.m. to 5:00 p.m. on Tuesdays and Thursdays, and from 9:00 a.m. to 12:00 noon on Saturdays.

If you feel like a further excursion, a trip to the County Historical Society's Museum in Willmar will be well worth your time. This museum has an extensive transportation section with an authentic horse drawn fire engine as well as early automobiles. Your children will also be able to see a typical one room school house.

Slightly further afield is the Gibbs Farm Museum in Ramsey County. This is located just behind the University of Minnesota's Agriculture Campus on Cleveland and Leppentree in St. Paul.

A visit to any of these places could give fuel to family conversations. Perhaps your children could produce some creative ideas for conserving energy in your home this year!

This space is subject to expansion as parent suggestions and comments come into

Seton Hall  
1204 7th St. SE  
St. Cloud, MN 56301

Taken from "Teaching the Child Under Six", by James L. Hayes.

The right measure of success in under six-year-old child is not whether or not a teacher or parent can quickly make them act well but rather that under-six child is understood and that understanding passes on to the teacher who allows leading to good ways of working with that child.

"Joe has a keen interest in rotors ... Frankie is a delightfully verbal child with an extensive vocabulary... Beth has beautiful coordination... Tim is a highly social boy with truly winning ways... Youngsters have many gifts that stay hidden unless there is a setting where the gifts can reveal themselves.

So soon the stage narrows down. The children sit, the children read. Only gifts of one particular kind -- academic brilliance -- get the spotlight. Children have - the world needs - a wide array of talent. We must not lose sight of the gift of humor, of imagination and creativity, of sympathy, of bravery, and courage. As easily and as legitimately as it can be the warning system that sends our early alerts, under-six education can be the talent show that uncovers many stars for all the education that follows.



"Becoming Me" is an area to help you understand your growing child.

... by Audrey Kraul



How good it feels to be outside in the sun! Winter is gone and everything is new again. Some things you can do to take full advantage of the time you spend outside are: -- go on listening walks; what sounds do you hear when you take a walk and do not talk?

Can you hear footsteps, lawn mowers, new cars, old cars, birds, bees, wind in the trees?

What sounds can you hear right now?

When it's late and very dark go outside and stand for awhile just looking at the moon and stars -- you may even see a

falling star.

So much of our knowledge comes largely through sight and so much of the time we look through unseeing eyes. We can become receptive to all the things that lie around us -- use our eyes, ears, nostrils and fingertips -- to explore.

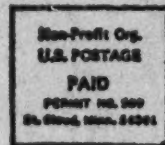
Look at the world of little things; the investment in a good magnifying glass will bring so many of nature's wonders into being.

Take a walk in the rain; feel it in your face -- play in the mud. Parents, ponder with your child the mystery of a growing seed; even if it's only one planted in a pot and set in the kitchen window.

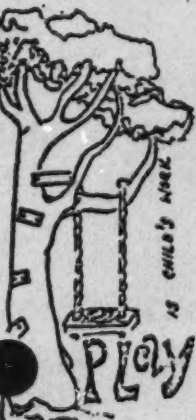
If you are a parent who feels he has little nature lore at his disposal there is still much you can do for your child. With him wherever you are and whatever your resources, you can still look up at the sky -- its dawn and twilight beauties, its moving clouds, its stars by night. You can listen to the wind, whether it blows with majestic voice through a forest or sings a many voiced chorus around the eaves of your house or the corners of your apartment building, and in the listening you can gain magical release for your thoughts."

The Sense of Wonder  
Rachel Carson

the Street begins at my House



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... by Linda Wocken

Music is not something that has to be formally taught to be experienced and enjoyed by young children.

Once aware of sounds around them, children can pick out the natural beats and rhythmic patterns created by repeated sounds (a clock ticking, feet walking, rain falling, heart beating, etc.)

Homemade instruments provide another means of exploring beats and rhythmic patterns: Oatmeal box or coffee can drums, sticks, pencils, stones, pot lids, small boxes filled with bits of rice or beans, etc.

All rhymes and songs contain

rhymes that have walking, running or skipping patterns built right in.

Try clapping and saying the rhyme:

Rain, Rain, go a - way, come a - gain some other day.  
walk walk run run walk run run run run run walk

Other rhymes you could try are: Mary Had a Little Lamb, Jack and Jill, Hot Cross Buns, Jack Be Nimble, Rub-a-Dub-Dub, Charlie Over the Water. Or you could make-up your own rhymes. As you walk, walk, walk. As you run run, run run, run run. As you skip, a skip, a-skip, a skip.

Music on the radio or record player provide a perfect opportunity to parade your rhythm band through the house. Have fun!

For additional information and ideas on music for children see Music and Instruments for Children to Make by John Hawkinson & Martha Faulhaber, Rhythms, Rhymes and Songs by Margaret Hurly Marquis or Threshold to Music - Kindergarten Manual.





## Brought Speech

... by Elaine Wray

I would like to share with you an excerpt from an article entitled, "Six Ways to Help Your Child Learn More", by Gerald Knox in the April 1974 *Better Homes and Garden*. I would also like to suggest that you read the article in its entirety as it is very basic and practical.

"The key to a student's success at school, according to these studies, rests almost exclusively with the 'educational quality' of the student's home and neighborhood. In other words, even the best schools can't do much for students whose backgrounds are deficient in learning qualities, but almost any school is of some value for those youngsters who are raised in a home and community atmosphere conducive to learning.

How can parents assure that their youngsters will be eager learners? What's meant by the 'educational quality' of a home? What principles must be followed to create a climate of learning at home?

Surprisingly, the first -- and most crucial -- step in providing a good educational atmosphere at home has nothing to do with such things as teaching the alphabet to your toddler, or making your child read at the tender age of three or four.

Of primary importance is what your child thinks of himself, or what psychologists call his "self-image." This is formed by the way he is treated as a child, the successes and failures he experiences, and the emotional security he is given. Generally, children who are loved and wanted develop a more positive self-image, have greater confidence in themselves, and do better in school. Potential for school success also is enhanced when children experience success at home, are allowed to participate in many interesting day-to-day activities, and are treated with respect and courtesy by parents."



... by Julie Mether

All sorts of things are happening in your community as the summer season begins! Mark these on your calendar!

On Tuesday, May 14, the drama department of Technical High School will present The Fairy Tale of the Golden Goose at 9:30 a.m. The admission is free and your children are invited to attend.

The Community Arts Council will be offering art and drama lessons to young children for a \$10.00 fee. Contact Dr. Kane at St. Cloud State College (255-3093) to enroll.

The St. Cloud Area Y.M.C.A. will offer a two week swim session for "Tadpoles" (children aged five to eight) this summer. Contact the area office for further information.

The Forum of Early Childhood Education and Projects for the Next Decade will be the topic of a speech by Dr. Leslie Lindberg on May 8. Dr. Lindberg is an internationally known expert on early childhood education and will speak at 2:00 p.m. in the Education Building and at 7:03 p.m. in the Vedley Hall Auditorium, both on the St. Cloud State College Campus.

"The Kitchen as Classroom",  
by Arnold B. Chayney



## HOME... A PLACE TO LEARN

Together you can find "hard" surfaces, such as the refrigerator, sink, dishes, doors or tableware. Find things that are "soft," such as flour, bread and mother.

Later, differentiations can be made about how "hard" it is to find something or the quality of a person being a "softy."

Contributed by Emma Estelson

# PARENTS SPEAK

"No man can reveal to you ought but that which already lies half asleep in the dawning of your knowledge.

The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and lovingness.

If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

The astronomer may speak to you of his understanding of space, but he cannot give you his understanding.

The musician may sing to you of the rhythm which is in all space, but he cannot give you the ear which arrests the rhythm nor the voice that echoes it.

And he who is versed in the science of numbers can tell you of the regions of weight and measure, but he cannot conduct you thither.

For the vision of one man lends not its wings to another man."

Kahlil Gibran

Contributed by a parent in the Seton Hall

### Producing the Newsletter

Each staff member is assigned the responsibility for certain sections of the newsletter. S/He either delegates that writing chore or does it him/herself. A secretary or clerical worker types each article and pastes it on a master sheet which is then xeroxed. Address labels are xeroxed and attached and the newsletter is mailed. The entire process takes a minimal amount of time.

### CIRCULATING LIBRARIES (BOOK & TOY)

Accessible, multifaceted libraries of books are excellent stimulants to home activity and education. Parents will put to good use books which deal with everything from discipline to cooking with children. They are interested in both theoretical and practical types of books. Many parents can apply practical suggestions from books recommended by staff members.

The staff will also be able to learn much from the variety of books available concerning parenting, children and education.

A Toy Library offers the children an opportunity to share as well as to use a variety of toys. It is the answer to the parent's dilemma of the toy which is perfectly good but just isn't used any more.

Parents must bring a toy to be put in circulation in order to obtain toy-library privileges. Toys are signed out for a period of two weeks and then returned. At the end of preschool participation, all toys are returned to their respective owners. Instructions on how to use the libraries are included in the Parent Handbook (page 47).



## CHAPTER TEN

### THE PRESCHOOL ASSESSMENT

The Preschool Assessment was designed to provide parents with information which could help them select activity kits and to provide data to measure a child's growth in knowledge of cognitive skills.

#### Development of the Preschool Assessment

The items (i.e., questions) on the Preschool Assessment are correlated directly with activity kits. A question was prepared which would provide information on the child's ability to meet the objective of each activity kit. Since there were over sixty kits available, some questions were eliminated, producing a test which could be administered in a reasonable amount of time.

In order to eliminate items from the original group, decisions were made as to whether the items measured a teachable skill or a general awareness. The activity kit (I:A:1) "Who I Am", for example, was judged to measure a general awareness of self. General awareness items were, for the most part, difficult to write and validate. They were therefore eliminated. Enrichment kits were not included. The Preschool Assessment in its final form contains both preschool and kindergarten items, each of which measure a specific teachable skill. The boxed items ☐ refer to kindergarten test items only.

The score sheet which follows indicates all of the activity kits which are available. Those items which are not \* (starred) are general awareness items and are not tested. Those items which are \* (starred) are teachable skills and are tested.

The evaluation results can be used as a guide for choosing Activity Kits.

... The check marks mean your child answered the test questions satisfactorily.

... The starred Activity Kit numbers represent Activity Kits tested.

... The Activity Kits increase in difficulty within each separate category.

| Kit Number        | Title                               | Pre-Test | Post-Test | Check-out date | Comments |
|-------------------|-------------------------------------|----------|-----------|----------------|----------|
| <u>BODY IMAGE</u> |                                     |          |           |                |          |
| I:A:1             | Who I Am                            |          |           |                |          |
| I:A:2             | What I Do                           |          |           |                |          |
| *I:A:3            | Body Parts - Identification         |          |           |                |          |
| *I:A:4            | Body Parts - Function               |          |           |                |          |
| I:A:5             | Laterality                          |          |           |                |          |
| *I:A:6            | Left & Right                        |          |           |                |          |
| I:B:1             | Using Self                          |          |           |                |          |
| *I:B:2            | Using Objects                       |          |           |                |          |
| *I:B:3            | Using Pictures                      |          |           |                |          |
| <u>AUDITORY</u>   |                                     |          |           |                |          |
| II:A              | Inside Sounds                       |          |           |                |          |
| II:B              | Outside Sounds                      |          |           |                |          |
| II:C              | Voices                              |          |           |                |          |
| *II:D:1           | Qualities of Sound<br>Loud and Soft |          |           |                |          |
| *II:D:2           | Qualities of Sound<br>Pitch         |          |           |                |          |



| Test Number   | Title                     | Pre-Test | Post-Test | Check-out Date | Comments |
|---------------|---------------------------|----------|-----------|----------------|----------|
| II:E          | Focus/Field               |          |           |                |          |
| *II:F:1       | Following Directions      |          |           |                |          |
| *II:F:2       | Words, Phrases, Sentences |          |           |                |          |
| *II:F:3       | Events, Stories, Rhymes   |          |           |                |          |
| *II:F:4       | Sounds                    |          |           |                |          |
| *II:G:1       | Identification            |          |           |                |          |
| *II:G:2       | Production                |          |           |                |          |
| <u>VISUAL</u> |                           |          |           |                |          |
| III:A         | Actions                   |          |           |                |          |
| III:B         | Objects                   |          |           |                |          |
| *III:C:1      | Colors - Red              |          |           |                |          |
| *III:C:2      | Colors - Yellow           |          |           |                |          |
| *III:C:3      | Colors - Blue             |          |           |                |          |
| *III:C:4      | Colors - Combination      |          |           |                |          |
| *III:D:1      | Shapes - Circle           |          |           |                |          |
| *III:D:2      | Shapes - Triangle         |          |           |                |          |
| *III:D:3      | Shapes - Rectangle        |          |           |                |          |
| *III:D:4      | Shapes - Combination      |          |           |                |          |
| *III:E:1      | Concrete Objects          |          |           |                |          |
| *III:E:2      | Pictures                  |          |           |                |          |

| File Number           | Title                                  | Pre-Test | Post-Test | Check-out date | Comments |
|-----------------------|----------------------------------------|----------|-----------|----------------|----------|
| III:7                 | Visual Closure                         |          |           |                |          |
| *III:G:1              | Visual Sequencing Concrete Objects     |          |           |                |          |
| *III:G:2              | Visual Sequencing Stories & Events     |          |           |                |          |
| *III:H                | Visual Memory                          |          |           |                |          |
| *III:I:1              | Visual Seq. Memory Concrete Objects    |          |           |                |          |
| *III:I:2              | Visual Seq. Memory Pictures & Symbols  |          |           |                |          |
| <u>MOTOR</u>          |                                        |          |           |                |          |
| IV:A                  | Large Muscle                           |          |           |                |          |
| IV:B:1                | Small Muscle Hand Exercises            |          |           |                |          |
| IV:B:2                | Small Muscle First Finger Exercises    |          |           |                |          |
| IV:B:3                | Small Muscle Second Finger Exercises   |          |           |                |          |
| IV:B:4                | Small Muscle Third Finger Exercises    |          |           |                |          |
| IV:B:5                | Eye-Hand Coordination-Visual Tracking  |          |           |                |          |
| *IV:B:6               | School-Related Small Muscle Activities |          |           |                |          |
| IV:B:7                | Paper-Folding (Origami)                |          |           |                |          |
| <u>CLASSIFICATION</u> |                                        |          |           |                |          |
| *V:A                  | Big and Little                         |          |           |                |          |
| *V:B                  | Same and Different                     |          |           |                |          |
| V:C:1                 | Common Associations Co-Togethers       |          |           |                |          |



| Kit Number        | Title                                                    | Pre-Test | Post Test | Check-out date | Comments |
|-------------------|----------------------------------------------------------|----------|-----------|----------------|----------|
| *V:C:2            | Common Associations Grouping                             |          |           |                |          |
| V:C:3             | Common Associations Categories                           |          |           |                |          |
| *V:D              | Discrepancies                                            |          |           |                |          |
| <u>ENRICHMENT</u> |                                                          |          |           | galt           |          |
| VI:A:1            | Physical Science - Air                                   |          |           |                |          |
| VI:A:2            | Physical Science - Evaporation, Condensation, & Solution |          |           |                |          |
| VI:A:3            | Physical Science - Light                                 |          |           |                |          |
| VI:A:4            | Physical Science - Light & Shadow                        |          |           |                |          |
| VI:B:1            | Natural Science - Seasons                                |          |           |                |          |
| VI:B:2            | Natural Science - Growth                                 |          |           |                |          |
| VI:B:3            | Natural Science - Birds                                  |          |           |                |          |
| VI:B:4            | Natural Science - Trees                                  |          |           |                |          |
| VI:B:5            | Natural Science - Seeds                                  |          |           |                |          |
| VI:B:6            | Natural Science - Plants                                 |          |           |                |          |
| V:B:7             | Natural Science - Lower Plant Forms                      |          |           |                |          |

### Reliability

David and Pat Krus from the University of Minnesota conducted a reliability study on the Preschool Assessment. ~~The overall reliability was .82.~~

### Validity

The Preschool Assessment was compared to the established Screening Test of Academic Readiness (STAR) which is specifically designed for preschool and kindergarten age children. The correlation between children's scores on the STAR and their post scores (second testing) on the Preschool Assessment is .805.

### Administration of the Preschool Assessment

The Preschool Assessment can be administered by one staff member in 45 minutes, or by several staff members in 30 minutes. In the latter case, staff members are positioned in several areas of the room and the child rotates from one to the other. This way, several children can be tested at the same time, yet each receives individual attention.

Staff members (professional and non-professional) can easily administer the test.

Scoring takes a very short time.

The test is administered on the fifty day of orientation and again at the end of the school year.

### Practical Advice Concerning the Administration of the Assessment

- Sit on a level with the child.
- Sit on the same side of the table as the child.
- Use the exact language of the test. Do not embellish or change the wording.
- Do not inadvertently give clues (posturally, by facial expressions, etc.) to the correct response.



- When the child is required to complete correctly four parts to an item and s/he misses one of the first part, do not go on.
- Help the child to feel at ease with you before you administer the item.
- Add written comments to the score sheet to indicate special situations which might have affected the score. For example, "distracted," "fidgety," etc., could indicate such a situation.

#### Scoring the Preschool Assessment

The scoring procedure is indicated beneath each item on the Preschool Assessment. The symbol 4/4 would indicate, for example, that the child must answer all four parts to the question correctly in order to be scored for it. Three/four would indicate that the child would need to answer three out of four parts to the question correctly in order to score. When an item is scored, a check mark is made on the score sheet. The check marks are added together to form the final score.

#### Interpreting the Preschool Assessment to Parents

The test is designed as a diagnostic instrument. Therefore, even if a parent asks, do not compare children. The check marks on the score sheet merely indicate the child's strengths and weaknesses in the skill areas tested. Since each test item is correlated with an activity kit, the purpose of the test is to provide the parent with a guide to the selection of activity kits; an individualized curriculum.

Another purpose of the Preschool Assessment is to provide parents and school officials with a record of the child's growth in knowledge of certain cognitive skills. This is accomplished by comparing results of tests taken on the fifth day of orientation and at the end of the program.

The Parent Handbook describes the procedure on page 120.

Sept., 1974

**ASSESSMENT**  
**PRESCHOOL DIAGNOSTIC BATTERY**

1. (I:A:3 Body Parts - Identification)

Materials: none

Procedure: Ask your child to: "Point to your ..."

- a. elbow
- b. eyebrow
- c. ankle
- d. shoulder

Scoring: If all 4 body parts are identified correctly, put a check (✓) in the space provided.

2. (I:A:4 Body Parts - Function)

Materials: none

Procedure: Say, "Point to the part of your body that helps you ..."

- a. hear
- b. see
- c. jump
- d. smell things

Scoring: If all 4 body parts are identified correctly, put a check (✓) in the space provided.

3. (I:A:6 Left and Right)

Materials: none

Procedure: Say, "Point to your left leg. Raise your right hand."

Scoring: If both parts are identified correctly, put a check (✓) in the space provided.



4. (I:B:2 Spatial Relationships - Using Objects)

Materials: Ragdoll, block

Procedure: Show the doll and block to your child. Say to your child, "I want you to put this block where I tell you. If I ask you to put it on the doll, you would do this." (Put the block on the doll.) Give the block to your child and say, "Hold the block ..."

- a. above the doll
- b. behind the doll
- c. under the doll
- d. in front of the doll

Scoring: If your child has placed the block satisfactorily in all 4 positions, put a check (✓) in the space provided.

5. (II:D:2 Qualities of Sounds - Pitch)

Materials: a coin, a large button, a safety pin and a table

Procedures: Have your child sit at a table facing you. Show him/her the items. Say, "When I drop these on the table, they each make a different sound. Listen and watch as I drop them." Say, "I am dropping the ..." (a. coin, b. button, c. safety pin), as you drop it. Repeat for all of the items.

Say, "Now I want you to close your eyes and listen as I drop them. Ready?" Drop the coin. Say, "What did I drop?" Repeat the procedure for:

- a. the button
- b. the safety pin

Scoring: If all the items are identified correctly, put a check (✓) in the space provided.

6. (II:F:1 Auditory Sequential Memory - Following Directions)

Materials: none

Procedure: Say, "I want you to do something for me." Be sure your child listens to all directions before he/she begins. Say, "I want you to ..."

- a. touch the floor, then turn around.
- b. clap your hands, then touch the floor, then stamp one foot.

Scoring: If all directions are followed satisfactorily, put a check (✓) in the space provided.

7. (II:F:2 Auditory Sequential Memory - Words, Phrases, Sentences)

Materials: none

Procedure: Say, "I want you to say something for me. Say ..."

- a. dog, pillow, toys
- b. soup, bed, chair, stone

Scoring: If your child repeats all words correctly, place a check (✓) in the space provided.

8. (II:F:3 Auditory Sequential Memory - Events, Stories, Rhymes)

Materials: 3 Teaching Resources Sequence Picture Cards (girl combing hair)

Procedure: Say to your child, "I am going to tell you a short story. I want you to remember what happened first, what happened next, and what happened last."

Say, "A little girl combed her hair in the morning to go to school. When she went outside the wind blew very hard. Her hair didn't look combed anymore."

Show your child the three pictures. Say, "Point to the picture which shows what happened first. Point to the picture which shows what happened next." Repeat the last sentence.

Scoring: If your child points to the 3 pictures satisfactorily, put a check (✓) in the space provided.

9. (II:F:4 Auditory Sequential Memory - Sounds)

Materials: none

Procedure: Say to your child, "Listen to the sounds I make. I want you to make them after I do."

Say, "Dot, Dot, Da. (Say the 2 Dots rapidly and the Da slowly.) Now you say what I did. Listen again. Dot, Da, Da, Dot. You make the sounds I did."

Scoring: If your child repeats both sound patterns correctly, put a check (✓) in the space provided.



10. (II:G:1 Rhyming Identification)

Materials: none

Procedure: Say to your child, "Some words sound the same, as 'cat' and 'hat'. Listen to these words and tell me if they sound the same ..."

map, cap -- Do those words sound the same?  
run, tap -- Do those words sound the same?

Scoring: If your child identifies both the words that sound the same and those that don't sound the same, put a check (✓) in the space provided.

11. (II:G:2 Rhyming - Production)

Materials: none

Procedure: Say to your child, "Can you say a word that sounds the same as ran and fan?" (The word given can be a nonsense word, just so it sounds the same.)

Scoring: If your child says a word that rhymes satisfactorily with "ran" and "fan", place a check (✓) in the space provided.

\*\* If the child passed the last item, II:G:2, go on to test the boxed item, (II:H:1:a). If the child did not pass II:G:2, skip the following boxed item.

12. (II:H:1:a Beginning Sounds)

Materials: none

Procedure: Say to your child "I am going to tell you 3 words that begin with the same sound and I want you to tell me another one. Listen: money, mother, mark. Now you tell me another word that starts with the same sound. Listen again: money, mother, mark."

Scoring: If your child gives you another word beginning with an "m", put a check (✓) in the space provided.

13. (III:D:4 Shapes - Combination)

Materials: the circle, triangle and rectangle

Procedure: Say to your child as you point to each shape (circle, triangle, rectangle), "Tell me what shape this is."

Scoring: If your child correctly identifies all the shapes, put a check (✓) in the space provided.

14. (III:C:5 Color Combination -- Primary and Intermediate)

Materials: Strips of colored paper

Procedure: Show your child the following colors: yellow, red, blue, orange, green, purple, brown, white and black. Say to your child, "What color is this?", as you point to each of the strips of paper.

Scoring: If your child names all 9 of the colors, put a check (✓) in the space provided. Stop the procedure with the first missed color.



16. (III:E:2 Figure Ground - Pictures)

Materials: Illustration from Caps for Sale

Procedure: Place the picture in front of your child. Say, "Point to all the flowers in the picture."

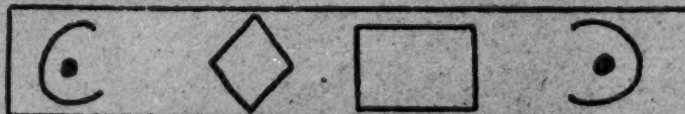
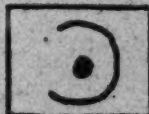
Scoring: There are 7 flowers in the picture. If your child points to all 7 flowers, put a check (✓) in the space provided.

\*\* If the child passes the last item, III:E:2, go on to test the first item in the box (III:B:2). If the child passes the first boxed item, go on to the next (IX:A:1). If the child passes the second boxed item, go on the next (V:B:4). If the child did not pass III:E:2, skip the following three boxed items.

17. (III:B:2 Visual)

Materials: none

Procedure: Say to your child, "Look at the first shape in the row. Now look at all the other shapes and put your finger on the one that is just like the first one."

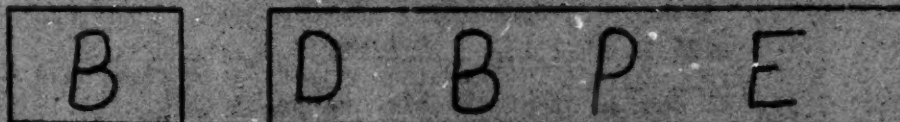


Scoring: If your child points to the last shape in the row, put a check (✓) in the space provided.

18. (IX:A:1 Visual Skills)

Materials: none

Procedure: Put your finger on the letter in the box at the left. Say to your child, "Find another letter that is exactly like the one I am pointing to and you point to it."

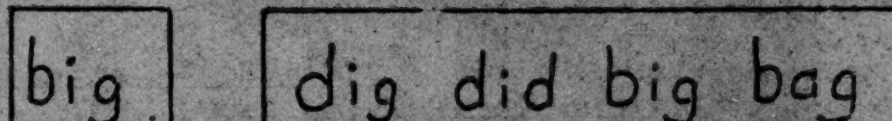


Scoring: If your child points to the letter "B" in the long box, place a check (✓) in the space provided.

19. (7:B:4 Matching Phrases and Words)

Materials: none

Procedure: Put your finger on the word in the box at the left. Say to your child, "Find another word that is exactly like the one I am pointing to and you point to it."



Scoring: If your child points to the word "big" in the long box, place a check (✓) in the space provided.

20. (III:G:2 Visual Sequencing - Stories and Events)

Materials: DLM Sequential Picture Cards I No. P-127 (use five of the six sequential cards labeled series C.)

Procedure: Say, "I am going to show you 5 pictures that tell a story about a little boy who fell off his bicycle as he was riding down a hill." Spread the pictures out in random order in front of the child. Give your child time to look at all the pictures.

(Test Question 20 continued on next page.)



(Test Question 20 - continued)

Say, "Find the picture that shows what would happen first in the story and put it here." (Point to a place on the child's left.) For each of the remaining pictures say, "Find the picture that tells what would happen next and put it here." Each time pointing to the space to the right of the picture previously laid down.

Scoring: If your child places the cards in the proper order to tell the story, put a check (✓) in the space provided.

\*\* If the child passes the last item, III:G:2, go on to test the boxed item (III:G:1:c). If the child did not pass III:G:2, skip the boxed item.

21. (III:G:1:c Patterns)

Materials: Parquetry Blocks

Procedure: Say to your child, "Watch what I do. I want you to make one just like mine." Make a design using the blocks. Say, "Now you make one just like mine."

Example:



Scoring: If your child makes a design exactly like yours place a check (✓) in the space provided.

22. (III:H Visual Memory)

Materials: small birthday candle, button, small car, band-aid, penny and towel

Procedure: Display the above items for your child to see. Say, "Name each of these things as I point to them." Point to each object. Say, "I am going to cover these things and take one of them away. Then I want you to tell me what I have taken away." Cover the items with a towel and remove the band-aid. Uncover the items and say, "What did I take away?" Repeat the above procedure removing the button.

Scoring: If both the band-aid and the button are remembered, place a check (✓) in the space provided.

23. (III:I:1 Visual Sequential Memory - Concrete Objects)

Materials: DLM one inch cubes - 3 green, 3 yellow, 3 red, 3 blue

Procedure: Scramble the cubes in front of your child. Make a "train" of green, yellow and red cubes. As you do this say, "Watch carefully what I am making. I am going to put this one first (green), this one next (yellow), and this one last (red). I am going to take the train away. See if you can make one just like it."

When you've completed making your "train", let your child look at it for 5 seconds. Remove the cubes. Say, "Make one just like mine."

Repeat the procedure placing 4 cubes in order: green, red, blue, yellow.

Scoring: If your child completes both "trains" successfully, put a check (✓) in the space provided.

24. (III:I:2 Visual Sequential Memory - Pictures and Symbols)

Materials: Visual Memory Cards I & II - 4 small cards with objects: hammer, tree, dog, pipe

Procedure: Hold the 4 cards in your hand. Say, "Watch what I do. I am putting this card first (dog) and this card next (tree)." Place the dog card on your child's left and the tree card beside it on the right. Let your child look at the cards for 5 seconds.

(Test Question 24 continued on next page.)



(Test Question 24 - continued)

Say, "I am going to take these away, and I want you to put them down the same way I did." Remove the 2 cards and mix them with the other cards in your hand.

Repeat the procedure (if your child placed the first 2 cards in the correct order) using the following three cards: hammer, tree, dog.

Scoring: If your child satisfactorily places all the cards in the correct order, put a check (✓) in the space provided.

25. (IV:B:6 Small Muscle - School Related Small Muscle Activities)

Materials: Cutting -- Five inch square of paper with a circle 3" in diameter in the center. A scissor.

Tracing -- Five inch square of paper with a star made with solid lines in the center. Star measures 3" on the inside from point to point. One crayon.

Procedure: Cutting -- Take one of the sheets. Say, "Watch carefully what I do. I am cutting out the circle staying on the line." Leave your cut out circle exposed, give your child a circle to cut out. Say, "You cut a circle. Be sure to stay on the line."

Tracing -- Take one of the sheets. Say, "Watch carefully what I do. I am tracing on the lines of the star." Give your child a sheet and the crayon. Say, "Now you do it; be sure to stay on the lines."

Scoring: Cutting -- Should be able to cut within  $\frac{1}{4}$ " of the line.

Tracing -- Must be able to use a pencil grip with the crayon and trace one point of the star staying on the lines.

26. (V:A Big and Little)

Materials: Fit-a-Circle (all one color)

Procedure: Scatter the circles in front of your child. Say to your child, "Show me the smallest circle." Then say, "Show me the biggest circle." Then, "Show me a circle that is bigger than this one." (Point to the 2nd smallest circle.)

Scoring: If your child identifies all the circles correctly, put a check (✓) in the space provided. (Your child may indicate the circles any way he/she chooses.)

27. (V:B Same and Different)

Materials: Developmental Learning Materials (DLM) Same or Different Size Cards No. P-212 and No. P-176. Use the following eight cards: stars (s & d), ice-cream cones (d), tents (s), chairs (s), and designs I-C (s), I-F (d), and II-A (d).

Procedure: Present the star card with the two stars the same size. Say, "See these stars that are just the same. Here's one (pointing) and here's one." Now show the card with the small and big stars. Say, "These stars are not the same; they are different. One is small (pointing) and one is big." Say, "I have some more cards (show the child the remaining set of cards.) I want you to tell me if the 2 pictures on the card are the same, or if the pictures on the card are different." Now present the six remaining cards to the child, asking if the pictures are the same or different.

Scoring: If your child identifies 5 out of the 6 cards satisfactorily, put a check (✓) in the space provided.

\*\* If the child passes the last item, V:B, go on to test the boxed item (X:A). If the child did not pass V:B, skip the boxed item.



28. (X:A More/Less)

Materials: DLM Counting Cards

Procedure: Say to your child, "Look at these cards (show your child the pictured cards.) Point to the group that has more things in it (show your child a card with 3 objects on it.) Now, point to the set that has less things in it."

Scoring: If your child points to both sets correctly, place a check (✓) in the space provided.

29. (V:D Discrepancies)

Materials: DLM Association Picture Cards III No. P-157  
Card No. 4 and No. 18

Procedure: Place Card No. 4 in front of your child. Say, "Three of these things go together. Point to the one which doesn't belong." Repeat for Card No. 18.

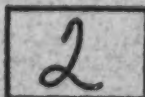
Scoring: If your child satisfactorily identifies things that don't belong on both cards, put a check (✓) in the space provided.

30. (X:B Math - Numbers and Numerals)

Materials: 1 numeral card for all the numerals 0-9  
1 set cards for all the numbers 0-9

Procedure: Place the numeral cards on the left of the child and the number cards on the right of the child. Say to your child, "I want you to match these 2 sets of cards."

Example:



Here is the numeral 2 and here is a set of 2 things, so they match. Now you match the rest of the cards."

Scoring: If your child matches or more cards together, place a check (✓) in the space provided.

31. (IX:3:1 - Alphabet)

Materials: Letter set

Procedure: Point to the following letters, one at a time, and ask your child to name each one.

K Y Q G R u n d b f p

Scoring: If your child names each letter correctly, place a check (✓) in the space provided.



**APPENDIX A**

**Bibliography**

BOOKS FOR A BASIC PARENT LIBRARY  
(prices based on 1973-74 costs)

The Education of Children, by Alfred Adler

Henry Regnery Company  
180 North Michigan Avenue  
Chicago, IL 60601 \$2.95

Developing Your Child's Skills & Abilities at Home, by Edward A. Ahr and  
Benita Simons

Priority Innovations, Inc.  
P.O. Box 792  
Shokis, IL 60076 \$1.25

Parents Are Teachers, by Wesley C. Becker

Research Press Company  
2612 North Mattis Avenue  
Champaign, IL 61820 \$3.75

Your Child's Intellect, by T. H. Bell

Olympus Publishing Company  
937 East 9th So.  
Salt Lake City, UT 84103 \$6.95 (H) & \$4.95 (P)

Growing With Children, by Joseph & Laurie Bragg

Spectrum  
New Jersey \$2.95

Your Child's Self-Esteem, by Dorothy Corkille Briggs

Doubleday and Company, Inc.  
277 Park Avenue  
New York, NY 10017 \$2.95

Games Children Play, by A.H. Chapman

Berkley Publishing Corporation  
200 Madison Avenue  
New York, NY 10016 \$ .95



The Learning Child, by Dorothy H. Cohan

Vintage Books

New York, NY

\$2.45

Recipes for Fun, by Ann Cole, Carolyn Maas, Elisabeth Heller

Par Project

Northfield, MN 55057

\$2.50

Kids Stuff, by Mary Jo Callier, Imogene Forte, Joy MacKenzie

Acoustifone Corporation

8964 Comanche Avenue

Chatsworth, CA 91311

\$4.95

How to Parent, by Dr. Fitzhugh Dodson

Nash Publishing Co.

9255 Sunset Blvd.

Los Angeles, CA 90069

\$7.95 (H) & \$1.25 (P)

A Parent's Guide to Child Discipline, by Rudolf Dreikurs, Loren Gray

Hawthorne Books, Inc.

260 Madison Avenue

New York, NY 10016

\$2.95

The Challenge of Parenthood, by Rudolf Dreikurs

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260 Madison Avenue

New York, NY 10016

\$6.95

Children the Challenge, by Rudolf Dreikurs

Hawthorne Books, Inc.

260 Madison Avenue

New York, NY 10016

\$6.95

Building Positive Self-Concepts, by Donald W. Falker

Burgess Publishing Company

Minneapolis, MN

\$2.95

Between Parent & Child, by Dr. Haim G. Ginott

Avon Publishing Company  
959 8th Avenue  
New York, NY 10019 \$1.25

Between Parent & Teenager, by Dr. Haim G. Ginott

Avon Publishing Company  
959 8th Avenue  
New York, NY 10019 \$1.25

Parent Effectiveness Training, by Thomas Gordon

Peter H. Wyden, Inc.  
750 3rd Avenue  
New York, NY 10017 \$9.95

The Complete Book of Children's Play, by Ruth E. Hartley & Robert M. Goldenson

Appollo Publishing Company  
666 5th Avenue  
New York, NY 10019 \$3.95

How Children Fail, by John Holt

Dell Publishing Co., Inc.  
750 3rd Avenue  
New York, NY 10017 \$ .95

Behavior & Misbehavior, by James L. Hynes Jr.

Prentice Hall  
Box 500  
Englewood Cliffs, NJ 07632 \$2.95

Teaching the Child Under Six, by James L. Hynes Jr.

Charles E. Merrill Publishing Co.  
1300 Alum Creek Drive  
Columbus, OH 43216 \$3.25

Child Behavior, by Frances L. Ilg, Louise Bates Ames

Harper & Row Publishers  
49 East 33rd Street  
New York, NY 10016 \$1.25



What Do You Do With Them Now That You've Got Them, Marjell James

Addison-Wesley Publishing Co.  
Reading, MA 01867

\$4.95

The Family Guide to Children's Television, by Evelyn Kays

Pantheon Books  
A Division of Random House  
P. O. Box 10075  
New York, NY 10049

\$2.95

Who Am I: The Development of Self-Concept, by Dorothy J. Kaister

Learning Institute of North Carolina Press  
Durham, NC 27701

\$1.50

Games for Children, by Marguerite Koh, Frederica Young

Affiliated Publishers  
A Division of Pocket Books, Inc.  
Rochefeller Center - 630 5th Avenue  
New York, NY 10019

\$1.50

Language Training in Early Childhood Education, by Celia Lavatelli

University of Illinois Press  
Chicago, IL 60607

\$4.00

How to Survive Parenthood, by Eda LaShan

The Warner Paperback Library Edition  
A Division of Warner Books, Inc.  
315 Park Avenue So.  
New York, NY 10010

\$1.25

For Love of Children, by Roger W. McIntire

Behaviordelia

\$7.95

Teach Your Baby, by Dr. Genevieve Painter

Simon & Schuster  
New York

\$6.95

Your Child & You, by Rosemary Simon

Sphere Books Ltd.

\$5.00

Growing Up Green, by Alice Skalsey, Gloria Buckaby

Workman Publishing Co.

231 East 51st Street

New York, NY 10022

\$8.95

Dr. Spock Talks With Mothers, by Dr. Benjamin Spock

Fawcett Publications, Inc.

Greenwich, CT 06830

\$1.25

The Parent As Teacher, by D. H. Stott

Fearon Publishers

6 Davis Drive

Belmont, CA 94002

\$3.00

The Years Before School, by Vivian Todd, Helen Haffernan

The Macmillan Company

866 3rd Avenue

New York, NY 10022

\$8.95

Trash Can Toys & Games, by Leonard Todd

Viking Press, Inc.

625 Madison Avenue

New York, NY 10022

\$6.95

Total

\$138.65



PERIODICALS - MAGAZINES

Ebeco Subscription Service  
512 Nicollet Building  
Minneapolis, MN 55402

|                                 |        |
|---------------------------------|--------|
| "Today's Education"             | \$7.00 |
| "What's New in Home Economics?" | 8.00   |
| "Parent's Magazine"             | 3.95   |
| "Today's Health"                | 5.00   |
| "The Elementary School Journal" | 8.00   |
| "Teacher"                       | 8.00   |
| "Children Today"                | 3.50   |
| "Children's House"              | 4.00   |
| "Family Life"                   | 2.00   |
| "Journal of Creative Behavior"  | 9.85   |

Sesame Street Magazine  
S-064, North Road  
Poughkeepsie, NY 12601

|                 |        |
|-----------------|--------|
| "Sesame Street" | \$4.50 |
|-----------------|--------|

Early Years  
Subscription Service Office  
Box 1069  
Skokie, IL 60076

|               |        |
|---------------|--------|
| "Early Years" | \$8.00 |
|---------------|--------|

|       |         |
|-------|---------|
| TOTAL | \$73.80 |
|-------|---------|

APPENDIX B

FILE



FILMS

The following films might be helpful to parents involved in a family oriented preschool.

Answering the Child's Why. Wilmette, Ill., Encyclopedia Britannica Films, Inc., 1951.

Rocky. Falls Church, VA. 22041: Stuart Finley, 1967.

Child Care and Development. New York, 10036: McGraw Hill Text Films, 1950.

Children Growing Up With Other People. New York, 10001: Contemporary Films, 1948.

Children in the Hospital. Chicago: International Film Bureau, 1961.

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Children of Change. Chicago: International Film Bureau, Inc., 1960.

Children's Emotions. New York: McGraw-Hill Book Company, Inc., 1958.

Children's Play. New York: McGraw-Hill Book Company, Inc., 1956.

A Child Went North. San Francisco: Grandon-Western Cinema Guild, 1942.

Discipline and Self-Control. Chicago: Modern Talking Picture Service.

Family Circus. Chicago: International Film Bureau, 1954.

Fears of Children. Chicago: International Film Bureau, 1951.

Feeling of Rejection. New York: McGraw-Hill Text Films, 1947.

First Years Together. Chicago: Modern Talking Picture Service.

Food as Children See It. Minneapolis: General Mills Film Library, 1952.

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Frustrating Fours and Fascinating Fives. New York: McGraw-Hill Book Company, Inc., 1952.

He Acts His Age. New York: McGraw-Hill Book Company, Inc., 1951.

Helping the Child to Accept the Do's. Wilmette, Ill.: Encyclopedia Britannica Films, Inc., 1948.

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- Helping Your Child Feel Emotionally Secure. New York: Seminar Films, 1953.
- He Who Dares to Teach. Los Angeles 29, CA: Moulin & Associates, 1955.
- Johnny's New World. New York: National Society for Prevention of Blindness, 1954.
- Parents Are Teachers, Too. Chicago: Modern Talking Picture Service, Inc.
- Palmour Street. New York: Modern Talking Picture Service, Inc., 1951.
- Planning Creative Play Equipment for Young Children. Berkeley, CA: University of California, Extension Media Center, 1960.
- Preface to a Life. New York: United World Films, Inc., 1950.
- Right from the Start. New York, 10016: Public Affairs Committee, 1964.
- Roots of Happiness. Chicago: International Film Bureau, 1953.
- The School that Learned to Eat. Minneapolis: General Mills Film Library, 1948.
- Shyness. New York: McGraw-Hill Book Company, Inc., 1953.
- Sibling Rivalries and Parents. New York, 10001: McGraw-Hill Text Films, 1956.
- Starting Nursery School: Patterns of Beginning. New York: University Film Library, 1959.
- Study of Twins, Part IV. State College, PA.: Psychological Cinema Register, Pennsylvania State College, 1950.
- Talking Together. Chicago: Modern Talking Picture Service, Inc.
- The Terrible Two's and the Trusting Three's. New York: McGraw-Hill Book Company, Inc., 1950.
- Understanding the Child. Bloomington, Ind.: NET Film Service, Audio-Visual Center, Indiana University, 1955.
- When Should Grown-ups Help? New York: New York University Film Library, 1951.
- Who Cares About Jamie? Chicago: Smart Family Foundation, 1963.
- Your Children's Play. New York: McGraw-Hill Book Company, Inc., 1952.
- The Yellow Summer: Iowa: Iowa State P.T.A. (Self Concept).



Parent's Magazine Films, Inc.  
Dept. FO-422  
52 Vanderbilt Avenue  
New York, NY 10017

Complete series of "Understanding Early  
Childhood Ages 1-6 - Sound & Color  
Filmstrips set, 4 sets with records \$160.00

\* The Child's Relationship with the Family

How a Child Sees Himself  
The Parent is a Teacher  
Learning From our Children  
Dependence Versus Independence  
Forcing the Child to Fail

\* Preparing the Child for Learning

How an Infant's Mind Grows  
How Language Grows  
Where Can a Young Child Learn?  
How the Young Child's Mind Grows  
Learning Every Day

\* The Child's Point of View

When Fantasy is Reality  
It Happened on Purpose  
Communication is an Investment  
The World is Alive  
What's in a Name?

\* The Development of Feelings in Children

How Feelings Grow  
How to Deal with Fear  
Love and Joy  
Expressing Feeling  
Anger and Sadness

Problem Behavior of the Average Child - w/record \$ 49.00

Complete Series of "Understanding Parenthood"  
with records

\* The Economics of Parenthood  
\* The Growing Parent  
\* Children  
\* Family Relationships \$160.00

National Education Association  
1201 16th Street N.W.  
Washington, D.C. 20036

color filmstrip based upon "Your Child & Discipline" \$ 7.00

TOTAL \$376.00



**APPENDIX C**

**Materials**

MATERIALS WHICH ACCOMPANY ACTIVITY KITS

| <u>Book</u>                      | <u>Unit Cost</u> | <u>Publisher</u>         | <u>Quantity we order</u> |
|----------------------------------|------------------|--------------------------|--------------------------|
| Who Are You                      | .25              | Western Publishing Co.   | 20                       |
| Bodies                           | 4.95             | E.P. Dutton & Co.        | 15                       |
| A Hole is to Dig                 | .60              | Scholastic Book Service  | 31                       |
| Do Baby Bears Sit in Chairs?     | .95              | Young Reader's Press     | 40                       |
| Look At Me                       | 2.96             | McGraw-Hill Publishing   | 15                       |
| Foot Book                        | 3.07             | Random House Publishing  | 10                       |
| Bears in the Night               | 2.50             | Random House Publishing  | 20                       |
| Three Little Figs                | .75              | Scholastic Book Service  | 30                       |
| Inside, Outside, Upside Down     | 2.50             | Random House Publishing  | 20                       |
| Indoor Noisy Book                | 3.95             | Harper & Row Publishing  | 20                       |
| Listening Walk                   | 3.75             | Thomas Crowell           | 20                       |
| Teeny Tiny Woman                 | .50              | Scholastic Book Service  | 40                       |
| Three Billy Goats Gruff          | .50              | Scholastic Book Service  | 20                       |
| Too Much Noise                   | .60              | Scholastic Book Service  | 21                       |
| Lucky Cookbook                   | .60              | Scholastic Book Service  | 21                       |
| Drummer Hoff                     | .75              | Young Reader's Press     | 70                       |
| I know an Old Lady               | .60              | Scholastic Book Service  | 20                       |
| Heeny Penny                      | .75              | Scholastic Book Service  | 40                       |
| Rose Book                        |                  |                          |                          |
| Hungry Thing                     | .75              | Scholastic Book Service  | 20                       |
| Child's Garden of Verses         | 1.00             | Western Publishing Co.   | 21                       |
| Just Suppose                     | .60              | Scholastic Book Service  | 40                       |
| Picture Dictionary               | 1.00             | Western Publishing Co.   | 21                       |
| Little Red Riding Hood           | .75              | Scholastic Book Service  | 20                       |
| Play With Me                     | .75              | St. Cloud Book Shop      | 20                       |
| Blueberries for Sal              | .55              | Young Reader's Press     | 20                       |
| Little Blue & Little Yellow      | 4.50             | Bound Books Incorporated | 15                       |
| Circle Book                      |                  |                          |                          |
| My Box and String                | .50              | Scholastic Book Service  | 40                       |
| Wing on a Flea                   | 5.27             | Little Brown Bear Co.    | 20                       |
| Benjamin Budge & Barnaby Ball    | .40              | Scholastic Book Service  | 31                       |
| Nothing Ever Happens on My Block | .75              | Scholastic Book Service  | 30                       |
| Look Again                       | 4.95             | MacMillan Publishing Co. | 15                       |
| Ask Mr. Bear                     | .95              | Young Reader's Press     | 20                       |
| What Whiskers Did                | .60              | Scholastic Book Service  | 40                       |
| Carrot Seed                      | .50              | Scholastic Book Service  | 40                       |
| Goodnight Moon                   | .75              | Scholastic Book Service  | 30                       |
| Brown Bear, Brown Bear           | 3.95             | Holt, Reinhart & Winston | 20                       |
| Hop, Run, Jump                   | 3.75             | John Day Publishing Co.  | 15                       |
| Let Me See You Try               | 3.24             | Bowmar Publishing Co.    | 15                       |
| Very Little Girl                 | .95              | Doubleday & Company      | 20                       |
| How Big is Big                   | .60              | Scholastic Book Service  | 30                       |
| An Apple is Red                  | 3.24             | Bowmar Publishing Co.    | 20                       |
| Nancy and Jeff                   | .75              | Scholastic Book Service  | 20                       |
| Is This You?                     | .60              | Scholastic Book Service  | 42                       |
| Chicken Soup With Rice           | .75              | Scholastic Book Service  | 21                       |
| All Kinds of Babies              | .75              | Scholastic Book Service  | 21                       |
| Birds                            | .55              | Young Reader's Press     | 20                       |



# Materials Which Accompany Activity Kits (continued)

| <u>Book</u>                      | <u>Unit<br/>Cost</u> | <u>Publisher</u>        | <u>Quantity<br/>we order</u> |
|----------------------------------|----------------------|-------------------------|------------------------------|
| Once There Was a Tree            | .75                  | Scholastic Book Service | 20                           |
| Seeds and More Seeds             | 2.92                 | Harper & Row            | 15                           |
| Magic Beans                      | .50                  | Young Reader's Press    | 20                           |
| What Makes a Shadow?             | .75                  | Scholastic Book Service | 20                           |
| Come Out Shadow Wherever You Are | .30                  | Scholastic Book Service | 20                           |

## Miscellaneous:

Paper bags, marbles, popsicle sticks, yellow acetate, pencils, envelopes, clay, seeds, straws, clothespins, balloons, pipe cleaners, fabric, sandpaper, wood samples, cotton - all obtained from local dealers.

## Made:

8" x 11" frames

## Donated:

Mascote triangle  
margarine containers

Childcraft Education Corp, Distribution Center  
32 Hook Road  
Bayonne, NJ 07002

| <u>Quantity</u> | <u>Item</u>                                             | <u>Unit Cost</u> | <u>Total</u> |
|-----------------|---------------------------------------------------------|------------------|--------------|
| 1               | Blockbusters 3B 235                                     | 8.95             | 8.95         |
| 1               | Threading Block 3M 163                                  | 3.95             | 3.95         |
| 1               | Shape Up 3L 358                                         | 4.95             | 4.95         |
| 1               | Perception Puzzles 3M 437                               | 10.95            | 10.95        |
| 1               | Decreasing Insets 3Z 386 - Dogs                         | 1.95             | 1.95         |
|                 | 3Z 393 - Swan                                           | 1.95             | 1.95         |
|                 | 3Z 396 - Apple                                          | 1.95             | 1.95         |
|                 | 3Z 397 - Fish                                           | 1.95             | 1.95         |
| 1               | Hickety Picket 3G 185                                   | 2.25             | 2.25         |
| 1               | Tell by Touch 3L 493                                    | 3.95             | 3.95         |
| 1               | Tactile Numeral Blocks 3X 250                           | 9.00             | 9.00         |
| 1               | Number Learner 3X 106                                   | 3.95             | 3.95         |
| 1               | Lacing Boards 3M 443                                    | 3.95             | 3.95         |
| 1               | Shapes, Colors and Forms 3M 223                         | 3.50             | 3.50         |
| 1               | Find a Pair 3L 197 Man in the Moon                      | 1.95             | 1.95         |
| 1               | Let's Learn Sequence 3L 245                             | 3.50             | 3.50         |
| 1               | Angus and the Ducks by Marjorie Flack<br>3K 141         | 3.50             | 3.50         |
| 1               | The Big Snow 3K 146                                     | 4.95             | 4.95         |
| 1               | Blueberries for Sal 3K 148                              | 4.50             | 4.50         |
| 1               | Corduroy 3K 409                                         | 3.50             | 3.50         |
| 7               | Apt. 3 #K 457                                           | 5.95             | 45.95        |
| 1               | Best Friends 3K 456                                     | 3.95             | 3.95         |
| 1               | The Carrot Seed 3K 296                                  | 3.50             | 3.50         |
| 1               | Davy's Day 3K 108                                       | 3.50             | 3.50         |
| 1               | Even's Corner 3K 422                                    | 3.95             | 3.95         |
| 1               | Fun for Chris 3K 184                                    | 3.25             | 3.25         |
| 1               | The Growing Story 3K 425                                | 3.95             | 3.95         |
| 1               | Just Me 3K 112                                          | 2.50             | 2.50         |
| 1               | The Little Family 3K 199                                | 1.95             | 1.95         |
| 1               | Papa Small 3K 198                                       | 3.75             | 3.75         |
| 1               | The Snowy Day 3K 211                                    | 3.95             | 3.95         |
| 1               | What Do You Say, Dear? 3K 217                           | 3.25             | 3.25         |
| 1               | And to Think that I Saw it on Mulberry<br>Street 3K 227 | 3.50             | 3.50         |
| 1               | 500 Hats of Bartholomew Cubbins 3K 228                  | 3.50             | 3.50         |
| 1               | Caps for Sale 3K 231                                    | 3.15             | 3.15         |
| 1               | Curious George 3K 232                                   | 3.95             | 3.95         |
| 1               | Curious George Rides A Bike 3K 234                      | 4.25             | 4.25         |
| 1               | Higglety Pigglety Pop! 3K 236                           | 4.95             | 4.95         |
| 1               | Millions of Cats 3K 237                                 | 3.50             | 3.50         |
| 1               | Where the Wild Things Are 3K 132                        | 4.95             | 4.95         |
| 1               | Katy and the Big Snow 3K 113                            | 3.75             | 3.75         |
| 1               | No Roses for Harry 3K 256                               | 3.50             | 3.50         |
| 1               | A Hole Is to Dig 3K 109                                 | 2.50             | 2.50         |
| 1               | Brian Wildsmith's ABC 3K 507                            | 3.95             | 3.95         |
| 1               | Brian Wildsmith's 1, 2, 3's 3K 508                      | 4.95             | 4.95         |
| 1               | White Snow, Bright Snow 3K 313                          | 3.95             | 3.95         |
| 1               | Who Am I? 3K 447                                        | 2.95             | 2.95         |



St. Paul Book & Stationery Co.  
1233 West County Road E  
St. Paul, MN 55113

| <u>Quantity</u> | <u>Item</u>                                       | <u>Unit Cost</u> | <u>Total</u> |
|-----------------|---------------------------------------------------|------------------|--------------|
| 1               | Bifty Math Rings #9590                            | 6.00             | 6.00         |
| 1               | Playskool Wood Puzzle #165-11 Mocher<br>the Mouse | 2.30             | 2.30         |
| 1               | Playskool Wood Puzzle #275-26 Polar Bear          | 2.30             | 2.30         |
| 1               | Playskool Wood Puzzle #275-37 Squirrel            | 2.30             | 2.30         |
| 1               | Playskool Wood Puzzle #185-22 Empty<br>Dumpty     | 2.30             | 2.30         |
| 1               | Playskool Landscape Peg Set #245                  | 4.00             | 4.00         |
| 1               | Playskool Jumbo Color Dominoes #307               | 7.00             | 7.00         |
| 1               | Playskool Color Cubes #302                        | 2.00             | 2.00         |
| 1               | Playskool Parquetry Blocks #306                   | 3.25             | 3.25         |
| 1               | Playskool Dapper Dan #4500                        | 10.25            | 10.25        |
| 1               | Playskool Dressy Bessy #4501                      | 10.25            | 10.25        |
| 1               | Lauri Rubber Picture Puzzle #2145 Fish            | 2.85             | 2.85         |
| 1               | Lauri Rubber Picture Puzzle #2151 House           | 2.85             | 2.85         |
| 1               | Lauri Rubber Picture Puzzle #2148 Easter<br>Egg   | 2.85             | 2.85         |
| 1               | Lauri Fit-A-Space #2100                           | 5.00             | 5.00         |
| 1               | Lauri Fit-A-Group #2403                           | 4.50             | 4.50         |
| 1               | Lauri Veal and Hatch Textures #2206               | 3.50             | 3.50         |
| 1               | Building Head Patterns #6040                      | 5.50             | 5.50         |
| 1               | Human Body Parts Flannel Aid #7842                | 2.25             | 3.25         |
| 1               | 3 Scene Sequence Posters #7546                    | 3.75             | 3.75         |
| 1               | My Face and Body #284                             | 5.35             | 5.35         |
| 2 sets          | Objects that Rhyme #2692                          | 2.65             | 5.30         |
| 1               | Stepping Stones Numerals #1117                    | 5.35             | 5.35         |
| 1               | Stepping Stones Number Patterns #1116             | 5.35             | 5.35         |
| 1               | 3-7 Playways Giant "Nursery Type" Blocks<br>#K501 | 6.00             | 6.00         |
| 1               | 3-7 Playways Horseshoe Magnet #K921               | 1.00             | 1.00         |
| 1               | 3-7 Playways Unifix 1-10 Stair #W42-17-1          | 3.25             | 3.25         |
| 1               | 3-7 Playways Unifix Cubes #W42-10                 | 3.60             | 3.60         |
| 1               | 3-7 Playways Number Fitting Board #K2403          | 4.25             | 4.25         |
| 1               | Song Balls #G1                                    | 6.90             | 6.90         |
| 1               | 3-7 Playways 10" Tunable Hand Drum<br>#V 1619     | 11.50            | 11.50        |
| 1               | 3-7 Playways 12" Tunable Hand Drum<br>#V 1620     | 12.90            | 12.90        |
| 7 pr.           | 3-7 Playways Combination Rhythm Sticks<br>#Z5603  | .80              | 5.00         |
| 1               | 3-7 Playways Lincoln Logs #K891                   | 5.00             | 5.00         |
| 1               | 3-7 Playways Sewing Cards #K9383                  | 2.00             | 2.00         |
| 1               | 3-7 Playways Ring Toss #K4473                     | 3.00             | 3.00         |
| 1               | 3-7 Playways Raggedy Ann Games #K4809             | 1.00             | 1.00         |
| 1               | 3-7 Playways Chutes and Ladders #K4120            | 2.25             | 2.25         |
| 1               | 3-7 Playways What's Missing Puzzle #T-380         | 2.50             | 2.50         |
| 1               | Shape Animals #T-716                              | 2.95             | 2.95         |

Teaching Resources Corporation  
100 Boylston Street  
Boston, MA 02116

| <u>Quantity</u> | <u>Item</u>                                                 | <u>Unit Cost</u> | <u>Total</u> |
|-----------------|-------------------------------------------------------------|------------------|--------------|
| 1               | 35-510 Write Part 1 - Visual Perceptual<br>Comp             | 25.00            | 25.00        |
| 1               | 10-130 Cheves Part 3 - Geometric Shapes<br>and Associations | 9.95             | 9.95         |
| 1               | 14-510 Body Position Cards                                  | 12.95            | 12.95        |
| 1               | 82-180 Lacing Cards: Shapes & Numbers                       | 8.75             | 8.75         |
| 1               | 82-130 Colored Beads Cube and Round                         | 9.95             | 9.95         |
| 1               | 82-135 Pattern Cards for Colored Beads                      | 3.95             | 3.95         |
| 1               | 81-120 Alike/Unlike Strip Books                             | 8.50             | 8.50         |
| 1               | 80-610 Touch-and-Match Set 1                                | 9.95             | 9.95         |
| 1               | 80-710 Same-and-Match Sounds                                | 9.95             | 9.95         |
| 1               | 85-210 What's Missing?                                      | 6.95             | 6.95         |
| 1               | 85-220 Sequence Picture Cards                               | 7.95             | 7.95         |
| 1               | 85-240 Alike Because Book                                   | 5.95             | 5.95         |

Playthings Children's Television Workshop  
Department JN, 1 Lincoln Plaza  
New York, NY 10023

|   |                                                      |      |      |
|---|------------------------------------------------------|------|------|
| 1 | 09 Sesame Street Shapes & Colors Set                 | 1.98 | 1.98 |
| 1 | 27 Sesame Street People in My Neighbor-<br>hood Book | .39  | .39  |
| 1 | 28 Sesame Street People in My Family Book            | .39  | .39  |
| 1 | 29 Cookie Monster's Circle Book                      | .39  | .39  |
| 1 | 32 The Sesame Street Together Book                   | .39  | .39  |
| 1 | 34 "Pop-Up" Alphabet Book                            | 2.50 | 2.50 |
| 1 | 35 "Pop-Up" Counting Book                            | 2.50 | 2.50 |
| 1 | 36 "Pop-Up" In and Out                               | 2.50 | 2.50 |
| 1 | 37 "Pop-Up" What Happens Next?                       | 2.50 | 2.50 |
| 1 | 55 The Sesame Street Sizes Puzzle                    | .39  | .39  |
| 1 | 56 The Sesame Street Shapes Puzzle                   | .39  | .39  |
| 1 | 57 The Sesame Street Colors Puzzle                   | .39  | .39  |



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## MATERIALS USED IN THE CHILDREN'S ROOM

The following list represents the materials which do not accompany learning stations. The listing of materials which go with the learning stations begins on the following page.

### Paper:

- fingerpainting paper
- newsprint
- construction
- blackboard covering

- paper punch
- crayons
- paints
- tempera
- water
- chalk (colored)

### Play House:

- dress-up clothes
- full length mirror
- dolls (boy and girl type)
- appliances and shelves
- dishes
- table and chairs

### Rhythm instruments

- Refrigerator boxes or large cartons
- Climbing apparatus (Geodesic Dome or Jungle Gym)

### Padded mat

### Water table

### Sand table

### Blocks

- Wooden
- Cardboard

### Games

### Balance Beams

### Record Player and Records

### Workbench

- hammer
- soft wood scraps (pine)
- nails
- tree stumps

### Live animals

- fish
- gerbils
- guinea pigs
- birds

Books (See the list of books suggested in the section of the manual titled, "Literature for Preschoolers".)

### Esels

### Carpeted Barrel

### Rocking Boat

### Shelves

### Tables and Chairs

### Waste Basket

### Paper scraps

### Paste/glue

### Scissors

Miscellaneous

|                                                                     | <u>Supplying Company</u>         | <u>Unit Cost</u> | <u>Quantity</u> |
|---------------------------------------------------------------------|----------------------------------|------------------|-----------------|
| Level #P                                                            | American Guidance Service, Inc.  | \$160.00         | 1 set           |
| Kindergarten Experience Charts                                      | Lyons                            | 14.50            | 1 set           |
| Dance-A-Story About Little Ducks                                    | Lyons                            | 3.49             | 1               |
| Dance-A-Story-Balloons                                              | Lyons                            | 3.49             | 1               |
| Beginning Career Awareness                                          | Learning Resource Center, Oregon | 4.95             | 1               |
| Put-Together-Tell About Person                                      | Learning Resource Center, Oregon | 9.75             | 1               |
| Visual Discrimination Adventures                                    | Learning Resource Center, Oregon | 11.95            | 1               |
| Tactile Discrimination Adventures                                   | Learning Resource Center, Oregon | 14.95            | 1               |
| Manipulative Books                                                  | Bowmar Publishing                | 31.95            | 1               |
| Sing A Song of People                                               | Bowmar Publishing                | 7.99             | 1               |
| Free and Inexpensive Materials for<br>Preschool and Early Childhood | Fearon Publishers                | 2.25             | 1               |
| Creative Art for the Developing Child                               | Fearon Publishers                | 4.50             | 1               |
| Creative Movement for the Developing<br>Child                       | Fearon Publishers                | 2.75             | 1               |
| Artista Water Colors                                                | St. Paul Book                    | 11.55            | 2 dozen         |
| MT Pails                                                            | Meadow Gold                      | .28              | 24              |
| Cuisenaire Rods                                                     | Playtime Equip. Co.              | 12.50            | 1 set           |
| Geo. Blocks                                                         | Playtime Equip. Co.              | 15.00            | 1 set           |
| Walk-on Letter Line                                                 | St. Paul Book                    | 6.50             | 1               |
| Sort-A-Card Game                                                    | St. Paul Book                    | 2.00             | 1               |
| Pick-Pairs Card Game                                                | St. Paul Book                    | 3.00             | 1               |
| Perception Task Cards                                               | St. Paul Book                    | 15.00            | 1               |
| Red Powder Paint                                                    | St. Paul Book                    | 1.14             | 3               |
| Yellow Powder Paint                                                 | St. Paul Book                    | 1.14             | 3               |
| Blue Powder Paint                                                   | St. Paul Book                    | 1.14             | 3               |
| Violet Powder Paint                                                 | St. Paul Book                    | 1.14             | 2               |
| Peach Powder Paint                                                  | St. Paul Book                    | 1.14             | 1               |
| White Powder Paint                                                  | St. Paul Book                    | 1.14             | 2               |
| Brown Powder Paint                                                  | St. Paul Book                    | 1.14             | 2               |
| Black Powder Paint                                                  | St. Paul Book                    | 1.14             | 2               |
| Extender Paint                                                      | St. Paul Book                    | 1.14             | 2               |
| Construction Paper                                                  | St. Paul Book                    | 68-84c           | pkg. of 50      |
| Scissors                                                            | St. Paul Book                    | \$4.10/doz.      | 2 doz.          |
| Magnifying Glass                                                    | Macalaster Scient. Corp.         | 55c/pkg. 10      | 20 pkg.         |
| Origami Paper                                                       | Yamato Imports                   | \$2.00/pkg.      | 7 pkgs.         |



| <u>Miscellaneous</u>                 | <u>Supplying Company</u> | <u>Unit Cost</u>    | <u>Quantity</u> |
|--------------------------------------|--------------------------|---------------------|-----------------|
| Tagboard                             | St. Paul Book            | \$6.88/150 lb. pkg. | 2 pkg.          |
| Scissors                             | St. Paul Book            | \$2.94/Doz./right   | 30 doz.         |
| Prang Watercolor sets                | St. Paul Book            | \$ .646/set         | 20 sets         |
| Yarn (blue, yellow, red)             | St. Paul Book            | \$ .225/shain       | 15 shains       |
| Beads (blue, yellow, red)            | St. Paul Book            | \$1.10/100          | 1800 beads      |
| Mara                                 |                          |                     |                 |
| Maracas                              | Developmental Learning   | \$1.30              | 43              |
| Jingle Clogs                         | Developmental Learning   | \$ .60/each         | 40              |
| Tone Block and Mallet                | Developmental Learning   | \$ .75              | 40              |
| Ink Pads                             | Continental Press        | \$ .75              | 20              |
| Wurf Ball                            | Shapko                   | \$ .97/each         | 30              |
| crayons (blue, yellow, red, black)   | St. Paul Book            | \$6.10/gross        | 8 gross         |
| Parquetry Fit-a-Circle, Fit-a-Square | St. Paul Book            | \$7.00              | 5               |
| Spatial Relationship Cards           | Developmental Learning   | \$1.00/set          | 40 sets         |
| Body Parts Puzzle (Sesame Street)    | Playthings               | \$ .39/puzzle       | 20              |
| Sequential Memory Cards I            | Developmental Learning   | \$1.00/set          | 40              |
| Sequential Memory Cards II           | Developmental Learning   | \$1.00/set          | 40              |
| Visual Memory Cards I                | Developmental Learning   | \$3.25/set          | 35              |
| Visual Memory Cards II               | Developmental Learning   | \$3.25/set          | 35              |
| Same & Different Cards               | Developmental Learning   | \$1.00/set          | 30              |
| Association Cards II                 | Developmental Learning   | \$1.00/set          | 20              |
| Association Cards III                | Developmental Learning   | \$3.00/set          | 40              |
| Classification Game                  | St. Paul Book            | \$5.95/game         | 20              |
| Pegs                                 | Developmental Learning   | \$2.75/pkg.         | 65 pkgs.        |
| Pegboards                            | Developmental Learning   | \$1.50/board        | 65 boards       |
| Lacing Cards                         | Developmental Learning   | \$3.50/card         | 40 cards        |
| Cloth Bag                            | (home-made)              |                     |                 |
| Pick-up-Sticks                       | Woolworth's              | \$ .39              | 36              |
| wooden cubes                         |                          |                     |                 |
| wooden beads                         |                          |                     |                 |
| whiffle ball                         |                          |                     |                 |

Miscellaneous

Lacing String  
Rubber Parquetry

sipper bag

Supplying Company

St. Paul Book  
St. Paul Book

Unit Cost

\$7.50/gross  
\$4.75/seat

Quantity

4 sets

Fay Industries, Inc. .611/each  
Edgerton, MN 56128

800

Company Addresses

American Guidance Service, Inc.  
Publisher's Building  
Circle Pines, Minnesota 55014

Bowmar Publishing Co.  
622 Rodier Drive  
Glendale, California 91201

Developmental Learning Materials  
7440 Natchez Avenue  
Niles, Illinois 60648

Fearon Publishers  
6 Davis Drive  
Belmont, California 94002

Learning Resource Center, Inc.  
10655 S.W. Greenburg Road  
Portland, Oregon 97223

Lyons  
530 Riverview Avenue  
Elkhart, Indiana 46514

Macalaster Scientific Corp.  
1085 Commonwealth Avenue  
Boston, Massachusetts 02215

St. Paul Book & Stationary  
1233 West County Road E  
St. Paul, Minnesota 55112

Childcraft Education Corp.  
20 Kilmer Road  
Edison, New Jersey 08817

Ideal School Supply Company  
11000 S. Laverne Avenue  
Oak Lawn, Illinois 60453

Teaching Resources Corp.  
100 Boylston Street  
Boston, Massachusetts 02116

Continental Press, Inc.  
34 NE Riverside Drive  
St. Cloud, Minnesota 56301

Pik-A-Book Store  
615 S. 1st Street  
St. Cloud, Minnesota 56301

St. Cloud Bookshop  
810 St. Germain  
St. Cloud, Minnesota 56301



**APPENDIX D**  
**Songs, Lesson Plans**

SONGS FOR 6-DAY ORIENTATION

"Hello Song":

Sol Do ti ti La Sol Mi Fa Sol  
Hal lo eve ry bo dy yea in daad

"Good-Bye Song":

Re Mi La Mi Fa Sol  
yea in daad yea in daad

Key: C

Sol do ti ti La Sol Mi Fa Sol  
Hal lo eve ry bo dy yea in daad

La La Sol Mi Do Do  
Glad you all could make it.

Sol Do ti ti La Sol Mi Fa Sol  
Good bye eve ry bo dy yea in daad

Re Mi La Mi Fa Sol  
Yea in daad, yea in daad

Sol Do ti ti La Sol Mi Fa Sol  
Good bye eve ry bo dy yea in daad

La La Sol Mi Do Do  
Glad you all could make it.

"Good Morning"

Sol Mi Do Sol Mi Do  
Good morn ing, good morn ing

Key: E, F

Re Mi Fa Mi Re Sol Mi Do  
It's a good, good, good, good morn ing

Do La La La Fa Sol Sol Sol Sol  
We say hal lo and how do you do

Mi Fa Fa Fa Re Mi Fa Sol  
To all our friends and teach ers too

Sol Mi Do Sol Mi Do  
Good morn ing, good morn ing

Re Mi Fa Mi Re Sol Mi Do  
It's a good, good, good, good morn ing.



Group Cane Songs

"7-Steps":

Key: D, E

Do Do Mi Sol La La Sol  
Can you do all sev en steps

Mi Mi Sol Sol La Sol  
Can you do all sev en

Sol Mi Fa Re Mi Do Re  
Watch me and I know you can

Sol Mi Fa Re Mi Do Re  
Do them like a gen tle man

Sol Mi Do  
It's ONE STEP (put right foot in circle)

Keep a steady  
beat by clapping  
thighs

OR

move clockwise  
around in circle

Can you . . .

Sol Mi Do  
It's ONE STEP (right foot)

Sol Mi Do  
It's TWO STEPS (left foot)

Can you . . .

It's ONE STEP (right foot)

It's TWO STEPS (left foot)

It's THREE STEPS (right knee to floor)

Can you . . .

It's ONE STEP (right foot)

It's TWO STEPS (left foot)

It's THREE STEPS (right knee to floor)

It's FOUR STEPS (left knee to floor)

"7-Steps" continued

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Can you . . .

It's ONE STEP (right foot)

It's TWO STEPS (left foot)

It's THREE STEPS (right knee)

It's FOUR STEPS (left knee)

It's FIVE STEPS (right elbow to floor)

Can you . . .

It's ONE STEP (right foot)

It's TWO STEPS (left foot)

It's THREE STEPS (right knee)

It's FOUR STEPS (left knee)

It's FIVE STEPS (right elbow)

It's SIX STEPS (left elbow)

Can you . . .

It's ONE STEP (right foot)

It's TWO STEPS (left foot)

It's THREE STEPS (right knee)

It's FOUR STEPS (left knee)

It's FIVE STEPS (right elbow)

It's SIX STEPS (left elbow)

It's SEVEN STEPS (forehead on floor)



"Once There Was a King"

Key: E

Sol do do do do  
Oh once there was a king

Do Re Re Re Re La  
Who had ten thous and men

La ti ti ti Sol Sol Sol  
He marched them all up the hill

Sol Sol Sol La ti do  
And marched them down again

Sol do do do do do  
Now when you're up you're up

do Re Re Re Re La  
And when you're down you're down

La ti ti ti ti Sol Sol Sol  
But when you're on ly half way up

Sol Sol Sol La ti do  
You're neither up nor down.

"Johnny Works"

Key: E

Sit on floor -

feet in front.

Do Sol Do Mi do Sol Sol  
John ny works with one hammer

ti Sol Sol Do Sol Sol  
One hammer one hammer (pound one fist to leg)

Do Sol Do Mi Do Sol Sol  
John ny works with one hammer

La La ti ti Do  
Then he works with two. (pound two hands on legs)

John ny works with two hammers

Two hammers two hammers

John ny works with two hammers

Then he works with three. (2 hands, & one leg to floor)

Repeat

Then he works with four. (both hands & both legs hammering)

"Johnny Works" (continued)

Repeat

Then he works with five. (hands, legs &  
head nod for hammering)

Repeat

Then he goes to sleep.



## LESSON PLANS

The lesson plans included in this section are those which we have used in the Children's Room on various occasions. The teacher is encouraged to be flexible and use this listing only as a small sampling of what is possible.

### GENERAL:

#### Typical 1/2 Hour Lesson

|                         |                                                                                                                                                       |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hello Song:             | To prepare children for "getting down to business".                                                                                                   |
| Calendar Skills:        | To organize time-space relations.                                                                                                                     |
| Weather Skills:         | To encourage environmental awareness and record the observations.                                                                                     |
| Mini-Unit Introduction: | To motivate the children and set the stage for the day's activity.                                                                                    |
| Mini-Unit Work:         | To develop listening and expressive skills through following directions, story-telling, physical and artistic interpretation, music, drama, and play. |
| Mini-Unit Conclusion:   | To share children's ideas, and wrap up the loose ends.                                                                                                |
| Story:                  | To bring the children "down".                                                                                                                         |
| Good-bye Song:          | To finalize the day and prepare them to go home.                                                                                                      |

### SPECIFIC:

#### Nutcracker Suite Mini Unit

Hello Song  
Calendar - Weather Skills

Introduce Unit: Talk about nutcrackers. Show various kinds of nutcrackers (squeeze, crank, push, and chop types.) Tell the story of Nutcracker Suite. (Display the "hero" nutcracker that provided all the adventure to the story.)

Unit Work:

"In visiting the Russians, Clara and her nutcracker prince heard music with many jumps and parts that went round and round and round ..."

1. Listen to the piece: Throw your arms up when the jumps are heard. Roll hands in circles when the round and round sections are heard. Move freely to the middle section.

2. Listen again to the piece: Use instruments to show the jumps - triangle, jingle bells, drums; rounds - maraca, tamborine; middle - all instruments.

3. Listen again: Hand out paper and 2 crayons. Show the jumps with straight lines (in one color). Show the rounds with circular lines (in same color). Show the middle section with other color (free movement). The first color repeats in ABA form, and is another activity which is fun to explore (repeated patterns.)

4. Listen once more: Have the whole body jump when the jump section is heard. Spin whole body in circle when the round section is heard. (Because of dizziness, have everyone fall to the floor after the last jump.)

5. While the children are on the floor -

-- Have them close their eyes and imagine snowflakes falling on a dark night, then visualize a campfire in the darkness; with smoke swirling, curling, and floating between the snowflakes.

-- Listen to the mysterious section of music from the Nutcracker Suite, and have the children move their arms as if they were the smoke. (Fade out the music when the children begin to lose interest.)



**Unit Conclusion:** Review the story of the Buttercker and have the children make-up their own endings (after Clara woke up.)

**Good-bye Song**

**SPECIFIC:**

Small group teaching situation using Cuisenaire rods (used at Monthly Workshops).

**Objective:** To give experiences with pre-math concept of bigger-smaller using Cuisenaire math rods.

**Materials:** At least one complete set (rods from #1 to #10) of rods for each child - more is desirable; 1 small paper plate for each child; plastic ice cream bucket or other container for rods.

(Use only #1 of the following or nos. 1-4 depending upon the extent to which you want to carry the lesson and/or the amount of time you wish to spend. The activities are sequential.) The children are seated in a semi-circle facilitating best parent observation of activity.

Dump out all the rods on the floor in the center of the group. Encourage the children to become familiar with the rods, i.e., by feeling, sorting, constructing, etc. While they are exploring ask the children to "Tell me something about the rods," or, "What can you tell me about these rods? Can you find all the red rods?" etc. (This would be the only time we'd suggest using sorting by color if you use it at all, since the emphasis is on distinguishing bigger-smaller characteristics.) Each response merits a reply from you. Also suggested is some reference to the terms "little" and "small" if you interchange the terms.

1. Begin the more formal group activity by saying, "I'm going to ask you to find something for me. Can you find one like this (hold up the smallest white rod)?"

When all the children find their white rods and hold them up, praise them and ask them to put that rod on their plate. Ask, "Can you find one like this (hold up the next in order of size, the red rod)?" Again, give praise when the children hold up their red rods.

Proceed one by one up to the tenth and longest (orange) rod, each time asking the children to put that particular rod on their plates. If any of the children are having trouble finding a particular rod, hold yours down closer to one of the same size and color in the pile to make it easier for them to match the two rods.

2. Ask, "Can you find the littlest rod on your plate?" (Wait to allow the children enough time to make a comparison and select the smallest rod). "Good! Hold it in your hand. Now, can you find the biggest rod on your plate? Good! Hold it in your other hand."

"Hold both rods very tightly, close your eyes, put your hands behind your back and feel hard."

"Show me the biggest rod in your hand. Good!"

"Put both hands behind your back again. Now show me the littlest/smallest rod in your hand." Say, "Put the rods behind your back again and drop them."

"Let me see your clean hands," hold your hands out open in front of you. (The children seem to enjoy this incidental part of the activity very much.)



Repeat the procedure once more (the biggest and smallest rods left on the plate will be different since the white and orange rods are missing.)

3. Will you find all the rods that are hiding behind you and put them on your plate? Thank you. Hold up the black rod (or one of the other middle sized rods). "Can you find one that is smaller than this rod?"

"Can you find one that is bigger than this one?"

Repeat this procedure if desired using a different middle sized rod.

4. Build stairs with the rods, facing your plate toward the children so they see the progression from left to right, the smallest rod first. As you build ask what they think you're making. Encourage lots of guesses, each time accepting their suggestions. The children enjoy this opportunity for creative thinking, contributing their own ideas about what the structure of the rods looks like to them.

#### **EQUAL-ARM BALANCES**

Objective: To give the children direct experience with the concept of balance.

Materials: Several equal-arm balances (note: simple balances can be made from pegboard and wood.); materials to balance such as: cotton, beans, pennies, nails, lead, washers, paper clips, etc.

Procedure:

1. Demonstrate how to use the balances. Make a point of what it looks like when you achieve "balance".
2. Give each child a balance and a container of different objects to balance. Tell them to try to achieve balance.

**NOTE:** Do not direct; only suggest, e.g., "What would happen if...?"

Let the child make his/her own discoveries.

## WHAT IS A SHADOW?

Objective: To give children experiences with making shadows. (Includes making shadows change size, color of shadows, shape of shadows dependent on angle of object.)

Materials: Light source (projector light) and background (screen) shadow screen, objects to make shadows with.

### Procedure:

1. Ask the children what is needed to make a shadow.
2. Project light on screen and ask a child to make a shadow.
3. Ask the children to try to make the shadows larger (bigger) or smaller. Direct the children's attention to those who are successful. Try making the shadow darker or lighter.
4. Have the children sit down in front of the shadow screen (which is a piece of tracing paper in a frame). Make shadows with mystery objects and have the children guess what you are holding. Hold the objects in different positions. For example, a comb held horizontal to the light will produce a shadow which is a straight line.
5. Let the children make the mystery shadows for their parents to guess.

Let the children "discover". Don't tell them how, let them discover for themselves.



## AIR - PROVING THAT AIR EXISTS

Objective: To demonstrate to children that air exists and can be perceived.

Materials: one pail of water for each child, straws, glasses, balloons and paper towels.

### Procedure:

1. Tell the children that there is something (make it a mystery) all around them which is "invisible." Explain the term. Then have them guess that it's air.
2. Give the children straws and have them blow through the straw on their hands so that they can feel the air. Have them blow into the water so that they can see the bubbles of air.
3. Ask the children's mothers to blow up a balloon and then let the air from it blow on the children so the air can be felt. Next, release air from a balloon into the water.
4. Place a crumpled paper towel into the bottom of an empty drinking glass. Have the parent help the child to submerge the glass directly into the water (straight down). The paper towel will not be wet because the air in the glass will not let the water enter. Next, take another glass with a paper towel and submerge it at an angle so that the air will bubble out of the glass. Point out the bubbles. The towel will be wet because the air is displaced from the glass by water.

### LAVATELLI FLOWER CLASSIFICATION

Objective: To give the children experiences with combining sub-classes to make a class and taking a whole class apart to find subclasses.

Materials: red and yellow roses (plastic) and yellow and white (plastic) daisies; vases. There should be eight or nine times more yellow roses than red roses.

Procedure:

1. Name the flowers (roses and daisies).
2. Have the children make a bouquet of all the roses and put it in a vase.
3. Have the children make a bouquet of daisies after they have removed the roses from the vase.
4. Have the children make a bouquet of flowers.
5. Have the children make a bouquet of yellow roses.
6. Have the children make a bouquet of red roses, then white, and yellow daisies.
7. Have the children plant daisy seeds in small peat flower pots to take home.

Model  
language  
using  
complete  
sentences.  
Ask "Why?  
What are  
you doing?,  
etc."

Repeat  
questions  
and  
language  
modeling.



**APPENDIX E**  
**Learning Stations**

### Learning Stations

A learning station represents an environment which has been prepared for a specific child involved, active learning experience. Each station has a specific behavioral objective designed to facilitate learning in one of five basic skill areas (body image, auditory, visual, motor, classification). It is equipped with materials which are either typically found in the schools or in the home along with directions for parent-child activity.

### LEARNING STATIONS OUTLINE

#### I. Body Image

- A. Parts
- B. Clothing
- C. Movement

#### II. Auditory

- A. Sounds
- B. Sequencing
- C. Discrimination
- D. Dynamics
- E. Beats and Rhythm
- F. Following Directions
- G. Rhyming
- H. Initial Sounds

#### III. Visual

- A. Motor
- B. Shapes
- C. Sizes
- D. Discrimination
- E. Color
- F. Number
- G. Copying
- H. Matching
- I. Sequencing
- J. Memory
- K. Spatial Relations
- L. Same and Different
- M. Space-Time
- N. Seriation
- O. Matching one-to-one
- P. Part-Whole
- Q. Balancing Objects
- R. Estimating Quantities



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IV. Motor

- A. Space
- B. Directionality
- C. Body Movement (Large)
- D. Small Hand Muscles
- E. Eye Movement
- F. Eye-Hand Coordination
- G. Small Muscle Control

V. Classification

- A. Labeling
- B. Same and Different
- C. Big and Little
- D. Sorting
- E. Sizing
- F. Shapes
- G. Color
- H. Pairing
- I. Matching
- J. Category
- K. Alphabet

**APPENDIX F**

**Outline of Activity Rite**



### THE OUTLINE OF ACTIVITY KITS

The Outline of Activity Kits presents information concerning the classification of activity kits within skill areas, a brief description of the activities in each kit, and a list of the returnable materials which accompany each kit.

Each skill area (and the enrichment area) is numbered with a Roman Numeral.

- I. Body Image
- II. Auditory
- III. Visual
- IV. Motor
- V. Classification
- VI. Enrichment

The kits included under each capital letter are arranged in an order which is progressively more difficult and more abstract.

The Outline of Activity Kits is part of the Parent Handbook, and gives parents an idea of the scope of the home activities and helps them select kits for their individual child.

OUTLINE OF ACTIVITY KITS

**I. BODY IMAGE**

**A. Whole Body Awareness**

**1. WHO I AM (General Awareness)**

**Objective:** To focus upon "Who I Am".

All the activities in the kit will be directly related to your child and the theme "Who I Am". The activities include: (a) pretend telephone conversation, (b) making stick puppets of family members, (c) a discussion about previous events in your child's life and (d) making fingerprints to look at and talk about.

**Materials:** Book: Who Are You?, popsicle sticks, ink pad, magnifying glass

**2. WHAT I DO (General Awareness)**

**Objective:** To focus upon "What I Do".

All the activities in this kit will be directly related to your child and the theme "What I Do". You will: (a) point out things your child does in a day, (b) discuss the five senses, (c) read A Hole is to Dig, (d) pantomime daily activities, and (e) make a book about your child.

**Materials:** Books: A Hole is to Dig, Do Baby Bears Sit on Chairs

**3. BODY PARTS - IDENTIFICATION (Specific Skills)**

**Objective:** To locate, identify, and name body parts

In these activities your child will name and locate body parts with emphasis on the parts not previously known. To do this your child will: (a) point to parts of the body on self and others, (b) identify body parts on a paper drawing, (c) act out verses that locate specific body parts, and (d) identify his/her body parts with eyes closed.

**Materials:** none

**4. BODY PARTS - FUNCTION (Specific Skills)**

**Objective:** To identify and explain the function of some body parts.

The activities in this kit are about some functions of the body. You will be asking your child to: (a) follow directions in which he/she must use the body (close your eyes, clap your hands, ) (b) explain what different body parts can do, (c) relate specific body parts to objects (hand goes with gloves) and (d) introduce the names of some internal organs and their functions.

**Materials:** none

**5. LATERALITY (General Awareness)**

**Objective:** To locate and identify the two sides of the body.

In this kit your child will be learning that the body has two sides. To do this, your child will: (a) locate and identify pairs of body parts (noting that some parts are not paired), (b) demonstrate how body parts work together, and (c) use articles of clothing to identify and match them to the two sides of one's body.

**Materials:** none



**6. LEFT AND RIGHT (Specific Skill)**

**Objective:** To distinguish between the right and left sides of the body.

These activities are designed to give your child a beginning understanding of the concept left and right. Your child will: (a) observe the differences in the physical appearance of his/her right and left hands and feet, (b) identify and move right and left body parts while acting out a poem and playing a game, and (c) move in left/right direction using puppets.

**Materials: Books:** The Foot Book; Left & Right with Lyon & Ryan

**B. Spatial Relationships****1. USING SELF (General Awareness)**

**Objective:** To move one's body in his/her environment.

These activities include many things to do in which your child will move his/her body in a specified way in relation to things around him/her (crawl under, step over, go between). This will be done by (a) listening to Bears in the Night, (b) using a checklist of spatial relationship words, (c) going on a toy hunt, (d) following directions, and (e) verbalizing the position of objects.

**Materials: Book:** Bears in the Night

**2. USING OBJECTS (Specific Skill)**

**Objective:** To observe and identify objects in relation to their position to other objects.

Your child will be asked to place objects in specified locations in relation to other objects (placing an object above, under, over another object). To do this your child will (a) move an object in relation to another object, (b) verbalize the activity, and (c) place the characters from the story The Three Little Pigs above, below, inside, etc. a house as the story is told.

**Materials: Book:** The Three Little Pigs

**3. USING PICTURES (Specific Skill)**

**Objective:** To observe and identify spatial relationships between one object and another as shown in pictures

All the activities in this kit will involve observing the position of one object in relation to another as shown in pictures. Your child will identify the particular spatial relationship he/she sees by: (a) placing marks on pictures according to directions (mark a line above the cup), (b) sorting picture cards by the spatial relationship represented, and (c) locating various picture objects by following directions (find the picture under the cat).

**Materials:** spatial relationship cards, Inside, Outside, Upside down

**II. AUDITORY****A. INSIDE SOUNDS (General Awareness)**

**Objective:** To identify sounds heard outdoors.

In this kit you and your child will listen to sounds found in your home. You will: (a) go through house to become aware of the sounds that are already present, (b) produce sounds made by household items, (c) play a guessing game to identify sounds, (d) and identify pictures of objects that represent sounds made in your home.

**Materials: Book:** The Indoor Noise Book

**B. OUTSIDE SOUNDS (General Awareness)**

**Objective:** To identify sounds heard outdoors.

The activities your child will be doing are: (a)identifying sounds heard outside, (b)producing sounds outside and (c)comparing and contrasting sounds made outdoors and indoors. (d)reading The Listening Walk.

**Materials:** Book: The Listening Walk, Magazine

**C. VOICES (General Awareness)**

**Objective:** To distinguish among some qualities of voice sounds

These activities include listening to and identifying voices. To do this your child will (a)listen to The Teeny Tiny Woman with you, (b)identify family members by listening to their voices, (b) listen to the story of The Three Bears, (d)identify male and female voices heard on television and (e)experience using his/her voice to express feelings.

**Materials:** Book: The Teeny, Tiny Woman

**D. QUALITIES OF SOUND**

**1. LOUD AND SOFT (Specific Skill)**

**Objective:** To distinguish between, identify and produce loud and soft sounds

In these activities your child will be listening to loud and soft sounds by: (a)changing the volume on television, radio and/or stereo, (b)hearing different voice sounds in a poem and the story of The Three Billy Goats Gruff, and (c)identifying the loudness or softness of the sound made by an object when it is dropped on different surfaces.

**Materials:** Book: The Three Billy Goats Gruff

**2. PITCH (Specific Skill)**

**Objective:** To distinguish between, identify and match non-vocal sounds.

These activities emphasize non-vocal sounds. Your child will (a)listen to the different sounds made by a balloon, (b)identify and match sounds made by objects hidden in containers, (c)identify objects by the sounds they make when dropped and (d)make homemade instruments.

**Materials:** 5 balloons, 5 plastic drinking straws

**E. FOCUS/FIELD (General Awareness)**

**Objective:** To focus on one specific sound when other sounds are occurring at the same time.

The activities in this kit are: (a)listening to the story Too Much Noise, (b)listening for recurring sounds, (c)listening for one sound among many in several environments, and (d)using pictures identifying the source of a sound.

**Materials:** Book: Too Much Noise



## F. AUDITORY SEQUENTIAL MEMORY

### 1. FOLLOWING DIRECTIONS (Specific Skill)

Objective: To follow two and three step directions in a specific order.

These activities include listening to and following a sequence of directions. To do this, your child will (a) play games that involve following directions in order, (b) mark pictures in order, and (c) remove items from a box in sequence.

Materials: none

### 2. WORDS, PHRASES, SENTENCES (Specific Skill)

Objective: To remember words, phrases and sentences in order without a visual clue.

Your child will be asked to remember words, phrases and sentences in order without using a visual clue. The activities include repeating a series of words and cumulatively adding phrases and sentences using memory games.

Materials: Book: Drummer Hoff

### 3. EVENTS, STORIES, RHYMES (Specific Skill)

Objective: To listen to and recall events, stories and rhymes in sequence.

In these activities your child will listen to and attempt to remember events that happen in his/her day in the order they occur; eg. getting out of bed, eating breakfast, brushing teeth etc. He/She will listen to poems and stories and retell in sequence the events that occur.

Materials: Book: I Know An Old Lady

### 4. SOUNDS (Specific Skill)

Objective: To listen, identify and remember sequences of sounds.

All the activities in this kit involve using three rhythm instruments: tone block and mallet, jingle clog, and maraca. Your child will (a) play with the instrument, (b) identify sounds made by each of the instruments, (c) listen to sequences of sounds produced by someone playing the instruments and (d) reproduce sequences of sounds.

Materials: rhythm instruments

## G. RHYMING

### 1. IDENTIFICATION (Specific Skill)

Objective: To identify rhyming words.

During these activities your child will listen to and identify rhyming words. He/She will listen to Henny Penny and The Nose Book, nursery rhymes, and finger plays.

Materials: Books: Henny Penny, The Nose Book

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## 2. PRODUCTION (Specific Skill)

Objective: To produce rhyming words.

In these activities, your child will make up rhyming words. The activities include (a) a rhyme hunt, (b) listening to rhymes and riddles, and (c) naming and matching pictures of things that rhyme.

Materials: Book: The Hungry Thing, Nursery Rhymes.

## III: A VISUAL

### A. ACTIONS (General Awareness)

Objective: To distinguish differences between actions.

In this kit your child will distinguish between actions as you: (a) imitate one another, (b) play "Simon Says", (c) imitate actions shown in drawings and in the book Just Suppose and (d) perform actions different from those pictured.

Materials: Book: Just Suppose

### B. OBJECTS (General Awareness)

#### 1. CONCRETE AND PICTURED

Objective: To observe, label and describe concrete and pictured objects.

Through a variety of activities your child will view and name objects and pictures of objects. He/She will (a) go on a naming hunt, (b) label objects observed and used throughout the day, (c) make a book with pictures of objects, (d) play a guessing game and (e) label pictures in a magazine and match them with household items.

Materials: Magazine

### C. COLORS

#### 1. RED (Specific Skills)

Objective: To identify and name the color red. To learn the safety function of the color red.

During these activities your child will (a) wear red clothing, (b) identify red objects in your home, (c) sort red blocks from not red blocks, (d) observe how red is used as a safety signal, and listen to the story Little Red Riding Hood.

Materials: Colored blocks, Book: Little Red Riding Hood



(III Visual continued)

2. YELLOW (Specific Skill)

Objective: To identify and name the color yellow.

The activities in this kit will help your child identify the color yellow. He/She will (a) observe objects through yellow acetate, (b) identify yellow objects in your home and in magazines and (c) sort yellow blocks from not yellow blocks, (d) and read Play With Me.

Materials: blocks, yellow acetate, Book: Play With Me

3. BLUE (Specific Skill)

Objective: To identify and name the color blue.

The activities in this kit are designed to help your child identify the color blue. He/She will (a) find blue objects, (b) sort blue blocks from not blue blocks, (c) identify shades of blue, (d) listen to the rhyme Little Boy Blue and make blue objects for him and (e) listen to the story Blueberries for Sal.

Materials: blocks, blue construction paper, Book: Blueberries for Sal

4. COMBINATION (Specific Skill)

Objective: To identify, name, and discriminate between the colors red, yellow and blue.

During these activities your child will (a) identify, match, sort and distinguish between red, yellow, and blue objects in your home and (b) make a red, blue, and yellow flag.

Materials: red, yellow, and blue construction paper

D. SHAPES

1. CIRCLE (Specific Skill)

Objective: To identify and name round objects and circles.

The activities in this kit will develop your child's concepts of circles. He/She will (a) sort round objects from non-round objects and circles from non-circles, (b) use playdough to form round objects and circles, (c) make patterns with paper circles, (d) draw circles with a stencil, and (e) make circular shapes with his/her body, (f) read The Circle Book.

Materials: Book: The Circle Book, tag board with circles drawn on it, 3 pages of colored circles.

2. TRIANGLE (Specific Skill)

Objective: To identify and name triangles.

These activities are designed to develop your child's concept of triangles by (a) identifying, tracing, and cutting triangles, (b) constructing pictures using triangular shapes, (c) constructing triangles with straight objects, (d) making a triangle book.

Materials: triangles to be cut out and traced around, (tagboard and masonite)

(IIDD Visual continued)

### 3. RECTANGLES (Specific Skill)

Objective: To identify and name rectangles.

The activities in this kit will develop your child's concept of rectangles by (a)reading a book My Box and String and building a rectangular model (tunnel)to explore, (b)looking for rectangles by touch, (c)sorting rectangular objects from non-rectangular objects, (d) building rectangles with straws and pipe cleaners and (e)drawing rectangles by tracing around objects.

Materials: Book: My Box and String, straws and pipe cleaners

### 4. COMBINATION (Specific Skill)

Objective: To identify, name, and distinguish between the shapes: circle, rectangle and triangle.

In these activities your child will: (a)sort shapes, (b)identify shapes by touch, (c)go on a shape hunt, (d)name shapes, (e)play a game following directions and using shapes, and (f)read Wing on a Flea.

Materials: Book: Wing on a Flea.

## E. FIGURE GROUND

### 1. CONCRETE OBJECTS (Specific Skill)

Objective: To identify a particular object or figure within a detailed background.

In this kit you and your child will (a)look out the window to locate specific objects, (b)identify partially hidden objects from a group of items, (c)play pick up sticks and (d)find shapes using the parquetry pieces and read Benjamin Budge and Barnaby Ball.

Materials: Book: Benjamin Budge and Barnaby Ball, pick up sticks, parquetry shapes

### 2. PICTURES (Specific Skill)

Objective: To identify specific objects on paper in a detailed background

In these activities your child will: (a)observe the changes illustrated in Nothing Ever Happens on My Block, (b)locate a particular object in a picture or snapshot and (c)find hidden pictures.

Materials: Book: Nothing Ever Happens on My Block.

## F. VISUAL CLOSURE (General Awareness)

Objective: To identify a known object from an incomplete visual presentation.

In these activities your child will view incomplete pictures and identify the object represented. Your child will: (a)view halves of pictures, (b)guess what is being drawn before a picture is completed, (c) identify an object pictured with missing parts.

Materials: Magazine



(III Visual continued)

**G. VISUAL SEQUENCING**

**1. CONCRETE OBJECTS (Specific Skill)**

**Objective:** To pattern objects in sequential order.

In these activities your child will be sequencing concrete objects. The activities include: (a) sequencing beads, cubes and household objects, (b) completing sequence patterns by supplying the missing object, and (c) read Ask Mr. Bear.

**Materials:** beads, cubes, Book: Ask Mr. Bear.

**2. STORIES AND EVENTS (Specific Skill)**

**Objective:** To chronologically sequence stories and events.

The activities in this kit will have your child visually sequence stories. He/She will do this by (a) observing the sequence of pictures in What Whiskers Did and The Carrot Seed, and (b) arranging picture cards in sequence.

**Materials:** What Whiskers Did, The Carrot Seed, Sequential Picture Cards I & II

**H. VISUAL MEMORY (Specific Skill)**

**Objective:** To accurately remember previous visual experiences.

The activities in this kit will give your child experiences in recalling what he/she has observed. To do this your child will: (a) observe a group of objects and identify the object removed, (b) close his/her eyes and remember what he/she is wearing, (c) identify changes in the position of objects, (d) and recall a group of objects and pictures, (e) read Goodnight Moon.

**Materials:** Book: Goodnight Moon

**I. VISUAL SEQUENTIAL MEMORY**

**1. CONCRETE OBJECTS (Specific Skill)**

**Objective:** To visually remember the specific order of a number of objects.

In these activities your child will sequence objects from memory. He/She will (a) remember the order of beads, pegs, finger puppets, and household items, and (b) read the book Brown Bear, Brown Bear.

**Materials:** Book: Brown Bear, Brown Bear, beads, pegs, peg board

**2. PICTURES AND SYMBOLS (Specific Skill)**

**Objective:** To remember and order a series of pictures and symbols presented on paper.

In this kit, your child will be involved in activities that develop visual sequential memory skills. Your child will arrange colored strips of paper and small picture cards, construct designs, and draw symbols all in a specified order.

**Materials:** DLM Visual Memory Cards I and II

#### IV. MOTOR

##### A. LARGE MUSCLE (General Awareness)

**Objective:** To develop large muscle skills.

In this kit are some activities that will develop the following skills: (a)coordination, (b)agility, (c)strength, (d)flexibility and (e)balance. It is not necessary that the activities be done in the sequence in which they are listed.

**Materials:** none

##### B. SMALL MUSCLE

###### 1. HAND EXERCISES (General Awareness)

**Objective:** To develop hand muscle control and dexterity.

To help develop control of hand muscles, the activities in this kit include (a)opening and closing hands - making fists, (b)crumpling paper, (c)helping with cooking tasks, and using (d)clay and (e) play dough.

**Materials:** clay

###### 2. FIRST FINGER EXERCISES (General Awareness)

**Objective:** To develop finger strength and coordination through play activities.

The activities in this kit are: (a)finger plays, (b)exercises with snap clothespins, and (c)beads and string.

**Materials:** beads and string, snap clothespins

###### 3. SECOND FINGER EXERCISES (General Awareness)

**Objective:** To develop finger strength and coordination through play activities.

The activities in this kit include: (a)finger plays, (b)pegs and pegboard, and (c)lacing cards and string.

**Materials:** pegs and pegboards, lacing cards and string

###### 4. THIRD FINGER EXERCISES (General Awareness)

**Objective:** To develop finger strength and coordination through play activities.

In these activities your child will exercise finger control and dexterity through a finer manipulation of (a)clay, (b)play dough and (c)using watercolors and brush.

**Materials:** clay, watercolors and brush



### 5. EYE-HAND COORDINATION - VISUAL TRACKING (General Awareness)

**Objective:** To develop the ability to visually follow and manipulate objects in motion.

The activities in this kit are exercises that develop eye muscle control. Your child will watch as you (a)"write" in the air, (b)move bright objects and a flashlight through the air, and (c)swing a toy on the end of a string. Other activities include: (a)making a game, (b)batting a balloon to keep it in the air and against a wall, and (c)rolling and catching a Nerf ball.

**Materials:** balloon, Nerf ball, whiffle ball

### 6. SCHOOL-RELATED SMALL MUSCLE ACTIVITIES (Specific Skill)

**Objective:** To develop small hand muscle control using school related activities.

These activities will give your child practice in some of the skills used in school through (a)holding a pencil and crayon, (b)drawing, (c)tracing and (d)cutting.

**Materials:** none

### 7. PAPER-FOLDING (ORIGAMI) (General Awareness)

**Objective:** To exercise hand and finger muscles.

These activities will provide experiences for your child to develop greater hand and finger dexterity. The activities are: (a)paper folding (origami), and (b)weaving with paper strips.

**Materials:** origami paper, construction paper strips

## V. CLASSIFICATION

### A. BIG AND LITTLE (Specific Skill)

**Objective:** To observe, identify and label objects or pictures of objects as "big" or "little".

The activities in this kit will help develop your child's concept of big and little. He/She will (a)locate big and little objects in your home, (b)order objects by size from little to big or big to little, (c)sort and label objects by size (big or little), (d)listen to the story How Big is Big?, and (e)make comparisons of objects by size (big or little).

**Materials:** Book: How Big is Big, The Very Little Girl, Fit-a-circle

### B. SAME AND DIFFERENT (Specific Skill)

**Objective:** To observe, identify and name how objects, pictures of objects and named items are the same or different.

The activities in this kit will help develop your child's concept of same and different. He/She will (a)group cards into two piles: same or different, (b)match textures that are the same or different, (c)discuss how two items are the same or different, (d)point out items that are the same or different, (e)and answer questions that relate to same and different concepts.

**Materials:** DLM cards same/different

(V Classification continued)

### C. COMMON ASSOCIATIONS

#### 1. GO-TOGETHERS (General Awareness)

Objective: To classify according to common associations - objects, pictures of objects and names of objects.

During these activities your child will (a)match or find pictures that go together, (b)name an item that goes with a picture, (c)tell what could happen next after observing pictures that go together and (d)discuss and name all the items that belong in a particular category such as animals, birds, etc.

Materials: Book: Nancy and Jeff

#### 2. GROUPING (Specific Skill)

Objective: To classify by grouping pictures, shapes and named items into sets based on common characteristic

During these activities your child will (a)sort one set of items by size, shape and color, (b)sort pictures into groups based on common elements and (c)identify the group specific named items belong in.

Materials: Association Cards II

#### 3. CATEGORIES (General Awareness)

Objective: To classify by categories or systems.

In this kit, your child will (a)observe and discuss how items are grouped in a store, (b)locate where certain items from your home belong, and (c)sort pictures according to the particular store they would be found in.

Materials: The Classification Game

### D. DISCREPANCIES (Specific Skill)

Objective: To classify according to what is wrong or doesn't belong in a group of pictures or words.

As your child does these activities he/she will (a)look at pictures or listen to words and decide why one item doesn't belong with the series, (b)look at pictures to decide "what's wrong" and (c)determine through touch the item that doesn't belong with the group.

Materials: Association Cards III

Book: Is This You?



## VI. ENRICHMENT

### A. PHYSICAL SCIENCE

#### 1. AIR

**Objective:** To demonstrate some ways to show air exists.

These activities will give your child some concrete experiences with air by (a)blowing through a straw to "feel" air, (b)blowing bubbles and blowing up a balloon to "see" air, (c) immersing a glass "full" of air in water to show air takes up space, (d)measuring the child's chest after inhaling, exhaling air, (e)experiments that demonstrate air pressure with a balloon, tin can, straw and book, and (f)varying the temperature to show air expands.

**Materials:** balloon, straw, 4' string

#### 2. EVAPORATION, CONDENSATION AND SOLUTION

**Objective:** To demonstrate evaporation, condensation and solution.

These activities involve the child in experiments in which he/she will observe (a)evaporation, condensation and solution, (b)that evaporation causes cooling, (c)that different substances evaporate at different rates.

**Materials:** none

#### 3. LIGHT

**Objective:** To develop an awareness of light and shadow and to demonstrate some of the physical properties of light.

These activities will give your child experiences with light which will help him/her to (a)identify light sources and shadows, (b)become aware of what can be seen in the dark and in the light, and (c)to experiment with reflection and objects which do or do not let light pass through.

**Materials:** none

#### 4. LIGHT AND SHADOW

**Objective:** To demonstrate an understanding of light and shadow.

These activities are designed to develop an awareness of the relationship between light and shadow through (a)making shadow pictures on the wall, (b)your child observing his/her shadow and how it changes, (c)making shadows larger and smaller, (d)drawing shadows and (e)a mystery shadow game.

**Materials:** shadow screen, chalk

### B. NATURAL SCIENCE

#### 1. SEASONS

**Objective:** To help your child understand the concept "season" and to make him/her more aware of the changing environment.

These activities will help the child understand the changing seasons and the plant and animal changes which accompany them. They include (a)observation, description and identification of a season, (b)guessing the season described by a poem, (c)a seasonal nature activity, and (d)making a comparison of weather prediction and actual weather.

**Materials:** none

## 2. GROWTH

**Objective:** To show your child that living things grow, and that they grow at different rates.

All these activities relate to plant and animal growth. They include (a)comparing young and adult animals, (b)constructing and comparing time lines of pictures of family members, and (c)measuring plant and human growth.

**Materials:** bean seeds, construction paper

## 3. BIRDS

**Objective:** To enable your child to demonstrate an awareness of birds as a part of his/her natural environment.

In these activities your child will (a)observe the eating, nesting, and protective behavior of birds, (b)build a bird feeder, and (c)play an identification game.

**Materials:** none

## 4. TREES

**Objective:** To help your child become more aware of trees, and more open to his/her natural surroundings.

These activities will help your child learn something about trees and how they function in the natural world through (a)observing trees, (b)determining their function in relation to animals, (c)an experiment about how moisture is distributed and (d)creative activities with wood samples, leaves, etc.

**Materials:** magnifying glass, wood samples, sandpaper

## 5. SEEDS

**Objective:** To help your child develop his/her power of observation and to learn "where plants come from" by working with seeds.

These activities are designed to help the child appreciate the variety and function of seed- by (a)observing, collecting and examining seeds, (b)discovering seeds on various fruits, (c)comparing seeds with pictures of the plants they will grow into, and (d)germinating seeds.

**Materials:** corn, pea, bean, wheat seeds, magnifying glass, sawdust or sand

## 6. PLANTS

**Objective:** To develop in your child an awareness of the different plants in his/her environment.

These activities will help your child become more aware of the natural world of plants through activities which include (a)recognizing and observing the parts of a plant, (b) recognizing the missing parts in incomplete drawings of plants, (c)observing the effects of shade in relation to the three layers of plants, trees, shrubs, and herbs, (d)observing the effects of different soil conditions on plant growth, and (e)recognizing plants as food sources

**Materials:** bean seeds



## 7. LOWER PLANT FORMS

**Objective:** To increase your child's awareness of the lower plant forms in his/her environment and of their importance to man.

These activities include (a) hunting and collecting fungi, mushroom, and soil samples, experimenting with (b) the soil sample and milk to show effects of bacterial growth, and (c) the use of various foods to grow mold and to show that yeast produces gas.

**Materials:** magnifying glass

## OUTLINE OF KINDERGARTEN ACTIVITY KITS

### I:B:4

**Objective:** To locate objects in space: over, under, left, right, beside, above, upon, on, in front of, in back of, behind, around, and in.

In this kit your child will: a) move objects on a pegboard to show various spatial relationships, b) set a table while following directions which use spatial terms, c) reproduce a picture with objects, and d) identify pictures showing spatial relationships.

**Materials:** pegboard, pegs, cardboard objects, Book: Over, Under, Through, and Other Spatial Concepts.

### I:E:2

**Objective:** To distinguish between certain sounds.

During these activities your child will be: a) distinguishing between near and far sounds, b) determining same and different sounds, c) listening to musical instruments making fast, slow, high and low sounds, and d) listening to the beginning sounds of words, all of which are important pre-reading skills.

**Materials:** Rhythm Instruments, Book: The Listening Walk.

### II:F:3:c

**Objective:** To remember the main idea, some details and the sequence of a story.

These activities will help your child's auditory (listening) memory. You will be telling stories to your child and asking him/her to remember: a) parts of the story, b) the order of events and c) the main idea of the story.

**Materials:** Book: Three Billy Goats Gruff.

### II:G:3:a

**Objective:** To identify rhyming words.

In these activities your child will: a) match things that rhyme, b) suggest words that rhyme with household objects, c) supply the rhyming word to a familiar verse and d) match rhyming pictures.

**Materials:** Book: The Prancing Pony, Objects that Rhyme Set.



III:C:3:b

**Objective:** To help the child recognize words that rhyme (ball-hall, fat-hat).

The activities in this kit will give your child experience with rhyming words - words that sound the same or different - through: a) rhyming picture cards, b) playing rhyming games and c) hunting for rhyming words around the house.

**Materials:** Book: What Can You Do With a Shoe, Pictures that Rhyme.

II:H:1:a

**Objective:** To identify words that do and do not begin alike.

In this kit your child will: a) use his/her memory skills, b) match beginning sounds, c) complete riddles and d) put a series of words together to make a story.

**Materials:** Book: The Berenstein's "B" Book

II:H:1:b

**Objective:** To match beginning sounds.

During these activities your child will: a) match pictures which start with the same beginning sounds, b) match beginning sounds to letters, c) identify words which have the same beginning sound and d) produce a word which has the same initial sound as two given words.

**Materials:** Book: A, B, See, Match the Sounds Puzzle.

III:B:2

**Objective:** To distinguish between objects in one's visual environment.

During these activities your child will be: a) identifying shades of color in water, b) comparing bean seeds, c) looking for different things outside, d) choosing a drawing that is unlike another drawing and e) sorting same or different design cards.

**Materials:** Book: Take Another Look, DLM Same & Different Cards, bean seeds of different types, food coloring (box of 4 colors).

III:C:5:a

**Objective:** To identify the colors red, orange, white, brown, purple.

In this kit your child will: a) combine rhymes with color words, b) draw pictures to demonstrate color knowledge, c) use colors in a game situation, d) develop listening skills and e) look for colors in nature.

**Materials:** Book: Green Says Go

III:C:5:b

Objective: To identify the colors blue, green, black and yellow.

The activities in this kit demonstrate easy ways to make colors meaningful to your child. S/He will be made aware of colors in: a) his/her clothing, b) household items, c) a color game and d) foods and food packages.

Materials: Book: Colors, envelope of felt squares.

III:D:5

Objective: To look at pictures and tell how they are different.

In these activities you and your child will be: a) reading the book, Push-Pull, Empty-Full, looking at the different or opposite activities taking place, b) comparing matched pairs of pictures for differences, c) playing a match-up game with the enclosed pictures, and d) finding differences in comic strips.

Materials: Opposites Flannel Aid, Book: Push-Pull, Empty-Full.

III:G:1:b

Objective: To identify and make symmetrical objects.

These activities are designed to help your child see that some things can be divided into 2 sides very much alike. In this kit your child will: a) find symmetrical objects by cutting or folding objects to make 2 similar halves, b) collecting and making patterns of symmetrical objects, c) finding symmetrical objects from a group of objects, d) making  $\frac{1}{2}$  of a pictured object into a symmetrical object, and e) making symmetrical designs with paint spots.

Materials: Book: What is Symmetry?, Symmetry Dominoes, water colors.

III:G:1:c

Objective: To identify and reproduce patterns.

In these activities you will: a) make patterns with beads, blocks, and coins, and find what comes next, b) reproduce patterns, c) make patterns on paper, and d) work out dot-to-dot patterns which emphasize the "one-moreness" of successive numbers.

Materials: DLM Parquetry Shape Blocks, string and beads.

V:A:2

Objective: The child is able to identify sizes of objects.

The activities in this kit will help develop your child's concept of big and little. S/He will: a) sort objects by size, b) make judgments of size



V:A:2 (continued)

depending on the sounds of an object when dropped, c) go for a walk to classify big and small things, d) use the words big, bigger, biggest and small, smaller, smallest as appropriate, e) compute heights, and f) draw pictures to demonstrate his/her knowledge of the big and small size concept.

Materials: Book: Titch

V:B:3

Objective: To recognize identically shaped letters and numbers by form alone.

In the following activities your child will: a) match letters on a magnetic board, b) match numbers, c) play a matching card game, and d) complete a mystery picture.

Materials: Book: We Read: A to Z, 2 sets of magnetic letters.

V:B:4

Objective: To pick out a word or phrase identical to another word or phrase.

Through a variety of activities your child will: a) pair words in puzzle fashion, b) match words when using the voice balloon technique, and c) match phrases.

Materials: Book: Father Fox's Pennyrhymes

VI:C:1

Objective: Your child can determine whether or not many common food items are fresh or stale.

We use our senses of sight, sound and taste to determine if the food we eat is or is not fresh. Although the foods in this activity kit usually only lose taste when left out a few days, many items, such as vegetables and fruits, lose nutrients. Other items, such as meats and potato salads, are not safe if left out even for a few hours.

Materials: none

VI:C:2

Objective: The child can classify food items from pictures as appropriate for breakfast, lunch, dinner, snacks, and special days.

Your child will: a) learn the need for breakfast in the book Alexander's Breakfast Secret, b) identify foods your family eats for lunch, dinner, snacks, and special days, and c) plan a menu for a bag lunch and family dinner.

Materials: Book: Alexander's Breakfast Secret, posters (4) on "Meals and Snacks For You", food models.

### VI:C:3

**Objective:** The child can use his/her sense of sight to identify and enjoy food.

The activities in this kit will help your child: a) learn that color is usually an indicator of taste, b) tell raw foods from cooked foods by color, c) see that colorful foods add interest to a meal.

**Materials:** Book: Green Eggs and Ham, Green Giant Color Poster, food coloring kit, gelatine packet.

### VII

**Objective:** To distinguish between day, month, year and times of day.

During these activities your child will: a) adjust a movable clock to a designated hour, b) make a "time line", c) read the calendar and do tasks with the calendar, d) count off the number of days on a month with a marker, and e) compare historical clocks.

**Materials:** Fit-A-Clock, (sheet of clocks, calendar and cut-apart numbers all included in back of kit.)

### VIII:A:1

**Objective:** To identify sensory words.

In this activity kit you will be helping your child become aware of sensory words that are presented in short stories/poems. Some of the things you will be doing with your child are: a) reading short stories and poems, b) drawing or painting a picture of what image your child saw after listening to a poem, and c) associating images of particular poems with experiencing the real activity discussed in the poems.

**Materials:** Book: A Child's Garden of Verses, pussywillows.

### VIII:A:2

**Objective:** To identify emotions.

The activities which you will be doing with your child are: a) identifying the most important word in sentences, and b) identifying emotion portrayed in a statement, on a T.V., in a book, or on the face of the subject.

**Materials:** Book: Blackboard Bear



VIII:A:3

Objective: To identify true and false statements.

You will be doing the following activities with your child: a) identifying true and false statements, b) choosing a false statement from among statements, c) correcting false statements and false pictures, and d) making up nonsense stories.

Materials: Picture Stories, Make-a-Funny Story Set, Books: The Electric Radish and Other Jokes; Is This You?

VIII:A:4

Objective: To identify nonsense elements in a story.

The activities in this kit are meant to help you make your child more sensitive to the nonsensical happenings in life. Some of the things you will be doing together will be: a) reading nonsense stories and poems, b) picking out silly pictures, c) making up a homemade silly story with the family, and d) playing "Let's Pretend".

Materials: Books: Where the Wild Things Are; The Moon is Shining Bright as Day.

VIII:A:5

Objective: To identify meaning, setting and describe characters in a story.

In this kit your child will: a) tell you where a story takes place after listening to it, b) tell a story appropriate to a pictured setting, c) use puppets to discover the "meaning" of a story, c) describe characters in a story, and e) read the book, Corduroy to identify the characteristics of the story.

Materials: Book: Corduroy, two paper lunch bags.

IX:A:1

Objective: To match letters.

Matching and sequencing blocks and beads is preparatory to these reading readiness tasks. During the activities your child will: a) identify and match individual letters which are alike, b) identify groups of letters which are identical, c) recognize his/her own name, and d) identify and put in order letters to form his/her name.

Materials: Book: Still Another Alphabet Book, primary paper, box of letters.

**IX:A:2**

**Objective:** To match beginning sounds.

During these activities your child will: a) match consonants and sounds to corresponding pictures; b) "think-up" words that begin the same; c) mark pictures that begin with the same sounds; d) find objects in your home that begin with the same sound; and e) find and mark pictures on work-sheets that begin with the same sound.

**Materials:** Carnival of Beginning Sounds, Book: Alphabet.

**IX:B**

**Objective:** To identify upper and lower case letters.

In these activities your child will learn four letter names by: a) games; b) puzzles; c) music; and d) artwork activities.

**Materials:** Book: Apricot ABC.

**X:A:1**

**Objective:** To identify "sets".

In this kit your child will: a) investigate and decide whether an object belongs to a set; b) learn that an object in a set is called a "member" of that set; c) make sets of 0, 1, 2, 3...10 members; d) find out that there is a set with no members (called an empty set); and e) match objects in one set with objects in another set.

**Materials:** DLM Counting Cards, yarn.

**X:A:2:a**

**Objective:** To compare sets using one-to-one matching to determine which set has the "more" or "fewer" members when two sets are not alike.

During these activities you and your child will be: a) noting "more" and "less" by pouring different amounts of rice into jars; b) making and showing "more" and "less" sets with pennies, crayons, and paper; and c) showing "more" and "less" using counting cards.

**Materials:** DLM Picture Counting Cards.

**X:B:1:a**

**Objective:** To identify sets of zero, one, two, three...ten, and to recognize the numerals 1, 2, 3...10.



**X:B:l:a (continued)**

Throughout these activities you will be encouraging your child to recognize sets of one, two, and so on without counting and to associate a numeral with each number.

**Materials:** Book: Brian Wildsmith's 1, 2, 3's, 4" x 4" tagboard squares labeled with numerals and dots, tongue depressors, paper clips.

**APPENDIX C**

**Scheduling**



## SCHEDULES OF ACTIVITY

### A Complete Year's Schedule of Preschool Center Activity

The calendar which follows shows a complete schedule for nineteen groups of participants (i.e., approximately 350 families). Notice the following trends as the year progresses:

- An increasing number of groups complete the Six-Day Pre-involvement Preparation until February when orientations stop.
- The number of people attending Activity Kit Exchanges increases.
- The number of Workshops increases.

## OCTOBER

1974

| Monday                                                                     | Tuesday                                                                             | Wednesday                                     | Thursday                                                          | Friday                                        |
|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------|
|                                                                            | 1<br>Kit Exchange<br>A -<br>B. 10:00<br>C. 1:00                                     | 2<br>Day 5<br>D. 9:00<br>E. 1:00              | 3<br>Workshop<br>A. 6:30                                          | 4<br>Day 6<br>D. 9:00<br>E. 1:00              |
| 7<br>Open House<br>F. 7:00                                                 | 8                                                                                   | 9<br>Open House<br>G. 7:00                    | 10<br>Open House<br>H. 7:00<br>Kit Exchange<br>D. 9:00<br>E. 1:00 | 11<br>Workshop<br>B. 9:30<br>C. 1:00<br>#1    |
| 14<br>Day 1<br>F. 8:30<br>G. 10:15<br>H. 1:00                              | 15<br>Day 2<br>F. 8:30<br>G. 10:15<br>H. 1:00                                       | 16<br>Day 3<br>F. 8:30<br>G. 10:15<br>H. 1:00 | 17<br>MEAL<br>SCHOOLS                                             | 18<br>CLOSED<br>-861                          |
| 21<br>Day 4<br>F. 8:30<br>G. 10:15<br>H. 1:00                              | 22<br>Kit Exchange<br>A. 9:00<br>B. 10:00<br>C. 1:00                                | 23<br>Day 5<br>F. 8:30<br>G. 10:15<br>H. 1:00 | 24<br>Kit Exchange<br>D. 9:00<br>E. 1:00                          | 25<br>Day 6<br>F. 8:30<br>G. 10:15<br>H. 1:00 |
| 187<br>28<br>Open House<br>I. 7:00<br>Workshop<br>D. 9:30<br>E. 1:00<br>#1 | 29<br>Open House<br>J. 7:00<br>Kit Exchange<br>A. 9:00 C. 1:00<br>B. 10:00 F. 11:00 | 30<br>Open House<br>K. 7:00                   | 31<br>Kit Exchange<br>D -<br>G. 10:00<br>E. -<br>H. 2:00          | 188                                           |



NOVEMBER

1974

| Monday                                                        | Tuesday                                                                              | Wednesday                          | Thursday                                                                            | Friday                             |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------------------|------------------------------------|
|                                                               |                                                                                      |                                    |                                                                                     | 1<br>Workshop<br>A. 9:30           |
| 4<br>Day 1<br>I. 10:00<br>J. 1:00<br>K. 7:00                  | 5<br>Kit Exchange<br>A. 9:00<br>B. 10:00<br>F. 11:00<br>C. 1:00<br>Day 2 - K. 7:00   | 6<br>Day 2<br>I. 10:00<br>J. 1:00  | 7<br>Kit Exchange<br>D. 9:00<br>G. 10:00<br>E. 1:00<br>H. 2:00<br>Day 3<br>K. 7:00  | 8<br>Day 3<br>I. 10:00<br>J. 1:00  |
| 11<br>Day 4<br>I. 10:00<br>J. 1:00<br>K. 7:00                 | 12<br>Kit Exchange<br>A. 9:00<br>B. 10:00<br>F. 11:00<br>C. 1:00<br>Day 5<br>K. 7:00 | 13<br>Day 5<br>I. 10:00<br>J. 1:00 | 14<br>Kit Exchange<br>D. 9:00<br>G. 10:00<br>E. 1:00<br>H. 2:00<br>Day 6<br>K. 7:00 | 15<br>Day 6<br>I. 10:00<br>J. 1:00 |
| 18<br>Open House<br>L. 7:00<br>Workshop<br>G. 9:30<br>H. 1:00 | 19<br>Kit Exchange<br>A. 9:00<br>B. 10:00<br>F. 11:00<br>C. 1:00<br>J. 2:00<br>K.    | 20<br>Open House<br>H. 7:00        | 21<br>Kit Exchange<br>D. 9:00<br>G. 10:00<br>I. 11:00<br>E. 1:00<br>H. 2:00         | 22                                 |
| 25<br>Workshop<br>B. 7:00<br>189                              | 26<br>Kit Exchange<br>A. 9:00<br>B. -<br>F. 11:00<br>C. 1:00<br>J. 2:00<br>K. -      | 27                                 | 28<br>THANKSGIVING HOLIDAY                                                          | 29<br>190                          |

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DECEMBER

1974

| Monday                                                                                         | Tuesday                                                                                                                         | Wednesday                                                            | Thursday                                                                                                                                                  | Friday                                                               |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <b>Workshop</b> 2<br><b>C. 7:00 #2</b><br><br><b>Day 1</b><br><b>L. 9:00</b><br><b>M. 1:00</b> | <b>Kit Exchange</b> 3<br><b>A. 9:00</b><br><b>B. 10:00</b><br><b>F. 11:00</b><br><b>C. 1:00</b><br><b>J. 2:00</b>               | <br><br><br><br><br><b>Day 2</b><br><b>L. 9:00</b><br><b>M. 1:00</b> | <b>Kit Exchange</b> 5<br><b>D. 9:00</b><br><b>G. 10:00</b><br><b>I. 11:00</b><br><b>E. 1:00</b><br><b>H. 2:00</b><br><b>Workshop</b><br><b>D. 7:00 #2</b> | <br><br><br><br><br><b>Day 3</b><br><b>L. 9:00</b><br><b>M. 1:00</b> |
| <b>Workshop</b> 9<br><b>E. 7:00 #2</b><br><br><b>Day 4</b><br><b>L. 9:00</b><br><b>M. 1:00</b> | <b>Kit Exchange</b> 10<br><b>A. 9:00</b><br><b>B. 10:00</b><br><b>F. 11:00</b><br><b>C. 1:00</b><br><b>J. 2:00</b><br><b>K.</b> | <br><br><br><br><br><b>Day 5</b><br><b>L. 9:00</b><br><b>M. 1:00</b> | <b>Kit Exchange</b> 12<br><b>D. 9:00</b><br><b>G. 10:00</b><br><b>I. 11:00</b><br><b>E. 1:00</b><br><b>H. 2:00</b>                                        | <br><br><br><br><br><b>Day 6</b><br><b>L. 9:00</b><br><b>M. 1:00</b> |
| 16                                                                                             | 17<br>Christmas Party<br>for All Groups                                                                                         | 18                                                                   | 19                                                                                                                                                        | 20<br>-200-                                                          |
| 23                                                                                             | 24                                                                                                                              | 25                                                                   | 26                                                                                                                                                        | 27                                                                   |
| <div>← CHRISTMAS VACATION →</div>                                                              |                                                                                                                                 |                                                                      |                                                                                                                                                           |                                                                      |
| 30                                                                                             | 31                                                                                                                              |                                                                      |                                                                                                                                                           |                                                                      |
| <div>← CHRISTMAS VACATION →</div>                                                              |                                                                                                                                 |                                                                      |                                                                                                                                                           |                                                                      |
| 191                                                                                            |                                                                                                                                 |                                                                      |                                                                                                                                                           | 192                                                                  |



SCHEDULING AN ACTIVITY KIT EXCHANGE

For optimum usage of space and staff time and to provide maximum service to the participating family, Activity Kit Exchanges are scheduled by time and original group. This promotes a group spirit and encourages free discussion among parents and group play among children.

Each original orientation group is scheduled for an Activity Kit Exchange one hour, once a week. However, parents are encouraged to stay as long as they want both in discussion groups and working or playing with their child in the Children's Room.

The following calendar shows how groups are scheduled for Activity Kit Exchanges during one month.

November

1975

| Monday                                           | Tuesday                                                                                        | Wednesday | Thursday                                                                                         | Friday | 1.        |
|--------------------------------------------------|------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------|--------|-----------|
| 2<br><u>Kit Exchange</u> <sup>3</sup><br>K. 7:00 | 3<br><u>Kit Exchange</u> <sup>4</sup><br>A. 9:00<br>B. 10:00<br>C. 11:00<br>D. 1:00<br>E. 2:00 |           | 5<br><u>Kit Exchange</u> <sup>6</sup><br>E. 9:00<br>D. 10:00<br>J. 11:00<br>C. 1:00<br>F. 2:00   |        | 1.        |
| <u>Kit Exchange</u> <sup>10</sup><br>K. 7:00     | 11<br><u>Kit Exchange</u><br>A. 9:00<br>B. 10:00<br>C. 11:00<br>H. 1:00<br>J. 2:00             |           | 12<br><u>Kit Exchange</u> <sup>13</sup><br>E. 9:00<br>D. 10:00<br>J. 11:00<br>C. 1:00<br>F. 2:00 |        | 14. -202- |
| <u>Kit Exchange</u> <sup>17</sup><br>K. 7:00     | 18<br><u>Kit Exchange</u><br>A. 9:00<br>B. 10:00<br>C. 11:00<br>H. 1:00<br>J. 2:00             |           | 19<br><u>Kit Exchange</u> <sup>20</sup><br>E. 9:00<br>D. 10:00<br>J. 11:00<br>C. 1:00<br>F. 2:00 |        | 21.       |
| 24<br><u>Kit Exchange</u><br>K. 7:00             | 25<br><u>Kit Exchange</u><br>A. 9:00<br>B. 10:00<br>C. 11:00<br>H. 1:00                        |           | 26<br>Thanksgiving<br>Holiday                                                                    | 27.    | 28. 195   |



Scheduling the Monthly Workshops

All groups are invited to a monthly workshop once every four weeks. They are two hours long. The following calendars show the schedule of monthly workshops for two months. Each group receives at least four workshops.

It is also advantageous to schedule evening workshops so that both parents can attend. They can cover special topics of interest in the field of early childhood and are presented by community professionals.

OCTOBER

1973

|    | MONDAY                                                                      | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |             |
|----|-----------------------------------------------------------------------------|---------|-----------|----------|--------|-------------|
|    | 1                                                                           | 2       | 3         | 4        | 5      | 6           |
| 7  | 8                                                                           | 9       | 10        | 11       | 12     | 13          |
| 14 | 15                                                                          | 16      | 17        | 18       | 19     | 20<br>-204- |
| 21 | 22<br>WORKSHOP<br>A. 8:30- 10:00<br>B. 10:30- 12:00<br>C. 1:00- 2:30<br># 1 | 23      | 24        | 25       | 26     | 27          |
| 28 | 29                                                                          | 30      | 31        |          |        | 198         |

197

198



November

1975

Monday

Tuesday

Wednesday

Thursday

Friday

3

4

5

6

7

10.

11

12.

13

14

Workshop  
For All Groups

Topic: Self-Concept

7:30 p.m

17.

18.

19.

20.

21.

24

25

26

27

28

Thanksgiving  
Holiday

**APPENDIX H**

**Suggested Parent Library Materials**



CHILD MANAGEMENT

Almy, Millie et. al. Young Children's Thinking. New York: Teachers College Press, Columbia University, 1966

Baldwin, Alfred L. Theories of Child Development. New York: John Wiley and Sons, Inc., 1967

Berkowitz, Leonard. The Development of Motives and Values in the Child. New York: Basic Books, Inc., 1964

Briggs, Dorothy C. Your Child's Self Esteem. Garden City, New York: Doubleday and Co., Inc., 1970

Bloom, Benjamin S. Stability and Change in Human Characteristics. New York: John Wiley and Sons, Inc., 1964

Early Childhood -- Crucial Years for Learning. Washington, D.C.: Association for Childhood Education International, 1966

Ginott, Haim G. Between Parent and Child, New Solutions to Old Problems. New York: The MacMillan Co., 1965

Hoffman, Lois W., and Martin, L. Review of Child Development Research. New York: Russel Sage Foundation, 1966

Hymes, James L., Jr. The Child Under Six. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963

Jenkins, Gladys G., Helen Schacter, and Bauer, William W. These Are Your Children. Chicago: Scott, Foresman & Co., 1966

Mussen, P., Conger, J., and Kagan J. Child Development and Personality. 2nd ed., New York: Harper & Row, Publishers, 1963

Smart, Mollie S., and C. Russell. Children -- Development and Relationships. New York: The MacMillan Company, 1967

Spock, Benjamin. Baby and Child Care. New York: Pocket Books, 1967

CHILDREN'S COOKBOOKS

Beebe, Ann. Easy Cooking, Simple Recipes for Beginning Cooks. New York, William Morrow and Company, 1972

Better Homes and Gardens. Junior Cook Book for Beginning Cooks of All Ages. Meredith Corporation, 1972

Ellison, Virginia H. The Pooh Cook Book. New York, E. P. Dutton & Co., 1969

Glovach, Linda. The Little Witch's Black Magic Cookbook. Englewood Cliffs, N.J., Prentice Hall, Inc., 1972

McDonald, Barbara Guthrie. Cooking Fun: A Cook Book for Beginning Readers. New York, Henry Z. Walck, Inc., 1960

Moore, Eva. The Cookie Book. New York: The Seabury Press, 1973

Moore, Eva. The Seabury (Lucky) Cook Book for Boys and Girls. New York: The Seabury Press, 1969

Wainwright, Ann. Girls and Boys Easy-to-Cook Book. New York: Grosset and Dunlap, 1972



TOYS AND HOMEMADE TOYS

Aubrey, Ruth H. Selected Free Materials for Classroom Teachers. Belmont, California: Fearon Publishers/Lear Siegler, Inc., 4th ed., 1971

Cole, Ann, et. al. Recipes for Fun. Northfield, Illinois: Per Project, 3rd ed., 1972

Hartley, Ruth E. and Goldenson, Robert M. The Complete Book of Children's Play. New York: Thomas Y. Crowell Co., 1963

Minnicht, Glen, et. al. The Parent/Child Toy-Lending Library. Berkeley, California: Far West Laboratory for Educational Research and Development, 1972

Reed, Carl and Orze, Joseph. Art from Scrap. Davis Publications

Wardwell, Jane. 10c Crafts for Kids. Association Press.

**MAGAZINES FOR CHILDREN AGE 3-8**

(Information from Magazines for Libraries)

**CHILDREN'S PLAYMATE:** 10/yr. Children's Playmate Magazine, 1100 Waterway Blvd., Indianapolis, In. 46207

Directed to ages 3 to 8, features the usual type of illustrated stories, poems and articles.

**HIGHLIGHTS FOR CHILDREN:** 11/yr. Highlights for Children, Inc., 2300 W. Fifth Avenue, Columbus, OH 43217

Edited by leading child specialists, educators, and scientists, this is to assist the preschool and elementary child to "gain in creativeness, ability to think and reason and to learn worthy ways of living."

**HUMPTY DUMPTY'S MAGAZINE; MAGAZINE FOR LITTLE CHILDREN:** Parents' Magazine Enterprises, 52 Vanderbilt Avenue, New York, NY 10017

Written and illustrated for children from 3 to 7 years of age, many consider this the best of the children's magazines primarily because it is a sincere effort to both entertain and educate.

**JACK AND JILL MAGAZINE:** Jack & Jill Publishing Co., 1100 Waterway Blvd., Indianapolis, In. 46202

A variety magazine with material presented on various levels to suit the reading ability and interests of children ages 5 to 12.

**SESAME STREET:** 10/yr. Children's Television Workshop, 1 Lincoln Plaza, New York, NY 10023

Intended for the preschool child, the magazine has the same educational goals as the Sesame Street T.V. program and features characters such as "Big Bird", teaching the same things being taught on the show.



PARENTING

Alfred Alder Institute. War Between the Generations. The An Attempt at Reconciliation

A group of papers prepared by some members of the Minnesota Society for Individual Psychology for a symposium.

Auerbach, Aline. "Group Education for Child Rearing.: Helping the Family in Urban Society. New York: Columbia University Press, 1963

Auerbach, Aline B., and Child Study Association of America. Parents Learn Through Discussion: Principles and Practices of Parent Group Education. New York/London/Sydney: John Wiley & Sons, Inc., 1968

This book addresses itself to the important task of aiding in the education of parents.

Becker, Wesley C., Ph.D. Parents are Teachers (A child management program). Research Press, 2612 N. Mattis Ave. Champaign, Ill., 1971

Bettelheim, Bruno. Dialogues With Mothers. New York: The Macmillan Company, 1962.

Bettelheim, Bruno. A Home for the Heart. Alfred A. Knopf, Inc.

An overwhelming message of love - about a community of healing where a great man and his staff go about restoring disturbed children.

Bayer, Evelyn. Sharing--A New Level in Teacher-Parent Relationship. Washington, D.C.: National Association for Education of Young Children, 1968

Callahan, Sidney Cornelia. Parenting: Principles and Politics of Parenthood. Doubleday & Co. Inc. Garden City, New York, 1973. Penguin Books, Inc., 1974

A new approach to the principle and politics of parenthood. Are American parents unique, or do they share problems with parents in other cultures? What do good parents do? What are the rights and responsibilities of parents and children in regard to their communities.

Committee on Adolescence, Group for the Advancement of Psychiatry. Introduction by Katherine B. Oettinger. Normal Adolescence.

A fresh outlook on the controversial topics of adolescent freedom, need for action, and sexual growth and experimentation.

PARENTING (cont.)

Daspert, Louise M.D. Children of Divorce. Dolphin Books, Doubleday & Co. Inc., Garden City, NY, 1962

A famous child psychiatrist shows you how to help your children through the special crises and everyday problems of divorce.

Dobson, Fitzhugh. How to Parent. The New American Library, Inc., 1301 Ave. of the Americas, New York, NY, 1970

Practical guide to dealing with every key problem you and your child will encounter in his first five years.

Dreikurs, Rudolf M.D. The Challenge of Child Training, a Parent's Guide. Hawthorn Book, Inc., 1972, 1958, 1948

1. Explores the reason behind child behavior.
2. Discusses the 3 most effective methods of training.
3. Describes the twenty most common mistakes in child training.
4. Gives specific advice on handling 27 problem situations.

Dreikurs, Rudolf M.D. The Challenge of Parenthood. Hawthorn Books, Inc., 70 Fifth Ave., New York, NY, 1958, 1948

Practical advice on specific situations and also a basic attitude of mind and heart toward children and child training.

Dreikurs, Rudolf and Gray, Loren. A Parents' Guide to Child Discipline. Hawthorn Books, Inc., New York, 1970, 1968

Practical solutions for psychological and physical problems... numerous case histories... step by step directions - birth to 21.

Erikson, Erik H. The Challenge of Youth. Anchor Books, Doubleday Anchor Co. Inc., Garden City, New York, 1961, 1963

A collection of papers on youth by noted writers throughout the world.

Faber, Adele and Mazlish, Elaine. Liberated Parents--Liberated Children. Grosset & Dunlap, New York, NY, 1974

Parent groups guided by Dr. Ginott affirms that parents with given skills can help themselves and their families live together in mutual dignity.



PARENTING (cont.)

Gardner, Richard A. M.D. The Boys and Girls Book About Divorce.  
Bantam Books, Inc., 1970.

Guide for children of divorced parents composed by a child psychiatrist.  
Straight, informed, honest.

Ginott, Haim G. Dr. Between Parent and Teenager.

Common sense approach to mutually rewarding relationships between  
parent and teenager.

Goode, William J. The Family. Prentice-Hall, Inc. Englewood Cliffs,  
New Jersey, 1964

A scientific approach to the study of the family. The author claims  
the family can no longer be treated as a simple set of dependent  
variables.

Gordon, Thomas Dr. P.E.T. Parent Effectiveness Training. Peter H. Wyden,  
Inc./Publisher, 750 3rd Ave., New York, NY., 1970

Parent Effectiveness Training is a system that incorporates funda-  
mental truths known for years about how people can live together  
harmoniously. In P.E.T. parents.

Hefferman, Helen and Todd, Vivian E. Elementary Teachers Guide to  
Working with Parents. West Nyack, N.Y.: Parker Publishing Co.,  
Inc. 1969.

Hefferman, Helen and Todd, Vivian E. The Years Before School--Guiding  
Preschool Children. New York, N.Y.: The Macmillan Co. Collier-  
Macmillan Co., 1970

Howe, Louise Kapp. The Future of the Family. Simon & Shuster, Rockefeller  
Center, 630 5th Ave. New York, NY., 1972

The American Family: Fathers and Children - Sex Roles and Work -  
Communities and Child Care - Redefining Marriage and Parenthood.

James, Muriel. What do you do with them now that you've got them?  
Addison-Wesley Publishing Co., Reading, Mass., 1974

Using transactional analysis to recognize unpleasant feelings (Your  
own and your children's) and turn them into pleasant ones.

PARENTING (cont.)

LeShan, Eds. How to Survive Parenthood. Warner Paperback Library Edition, 315 Park Ave. So., New York, NY., 1965

A way parents can free themselves from unnecessary demands and unrealistic goals - and find themselves as people. Put fun back in the family experience.

Lorton, Mary Baratta. Workiobs. Addison-Wesley Pub. Co., 1972

Activity-centered learning for early childhood education.

Lorton, Mary Baratta. Workiobs for Parents: Activity-Centered Learning in the Home. Addison-Wesley Pub. Co. Inc., 1975, 1972

Mok, Paul P. Pushbutton Parents and the Schools. New York: Dell Publishing Co., Inc., 1964

Pavloff, Gerald and Wilson, Gary. Adult Involvement in Child Development for Staff and Parents. Atlanta, Georgia, Humanis Associates, 1972

Potter, David M. People of Plenty. University of Chicago Press, Chicago Illinois, 1954

. A short book written about the character development of American people.

Salz, Victor. Communication: Parent and Child. Passionist Press, Louisville, Ky.

Ideas proposed by Dr. Alfred Adler and Dr. Rudolf Dreikurs which will be a practical help in assisting you to aid your children or students to reach the goal of physical, mental, emotional, and spiritual maturity as human beings and as Christians.

Satir, Virginia. Conjoint Family Therapy. Science and Behavior Books, Inc.

A guide to theory and technique.

Slavson, S. R. Child-Centered Group Guidance of Parents.

A system for re-educating relatively normal and healthy parents and sensitizing them to their children.



PARENTING (cont.)

Smith, Carl B. Parents and Reading: Perspectives in Reading No. 14.  
Newark, Delaware, International Reading Association, 1971

Stott, D. H. The Parent As Teacher. Lear Liegler, Inc./Fearon Pub.,  
6 Davis Dr., Belmont, CA., 1972

A guide for parents of children with learning difficulties.

Taylor, Marr. Uncluttered Psychology for Parents.

The author aims at providing the parent with a simple key to understanding the shape of his personality, and from this understanding to come to better terms with himself and with his children.

Toffler, Alvin. Learning For Tomorrow, The Role of the Future in Education. Vintage Books, New York, 1974

Education in the future tense.

TEACHER - RELATED

Alfred Adler Institute of Chicago. Articles of Supplementary Reading for Teachers and Counselors. 1970

Atwood, Beth S. Building Independent Learning Skills. Learning Handbooks,  
530 University Ave., Palo Alto, CA.

Classroom-tested ideas, projects, approaches to help students become successful independent learners.

Charles, C. M. Teacher's Petit Piaget. Fearon Pub., 6 Davis Drive,  
Belmont, CA., 1974

Condensed form of some of Piaget's developmental theory.

Cohen, Dorothy H. The Learning Child, Guidelines for Parents & Teachers.  
Vintage Books Ed., 1972, 1973

Dorothy Cohen shows how parents can turn a child's natural instinct for inquiry into a talent for learning that will last all his life.

TEACHER - RELATED (cont.)

Craig, Eleanor. P. S. Your Not Listening. The New American Library, Inc., New York, NY., 1972

Moving account of this teacher's wonderful work with five emotionally disturbed children.

Dreikurs, Rudolf and Cassel, Pearl. Discipline Without Tears (What to do with children who misbehave). 2nd ed.

Dr. Dreikurs and Miss Cassel, an experienced teacher and child guidance specialist, set out in detail how the sensitivity of the teacher can be used to detect, diagnose, and correct typical classroom behavior problems.

Dreikurs, Rudolf. Psychology in the Classroom, A Manual for Teachers. 2nd ed.

A practical manual providing the prospective and in-service teacher with the background information and methods necessary to deal effectively with behavior problems and learning deficiencies of students.

Drew, Walter F., Olds, Anita R., Olds, Henry F., with the editors of Learning magazine. Motivating Today's Students. Learning Handbooks, Palo Alto, CA.

Strategies, activities, and approaches to help teachers motivate students.

Esbensen, Thorwald. Working with Individualized Instruction. Fearon Publishers, Belmont, CA., 1968

Story of a school system that decided to give its students a better education. (Takes place in Duluth).

Ginott, Haim, Dr. Teacher and Child: A book for Parents and Teachers. Macmillan Co., New York: 1972

Full of contrasting examples of destructive and therapeutic verbal interactions between teachers and students. Stresses need for teachers to learn how to listen with empathy and acceptance.

Glasser, William M. D. Schools Without Failure.

This book applies Dr. Glasser's theories of reality therapy to contemporary education and grows out of the author's work in public schools and colleges.



TEACHER - RELATED (cont.)

Goodell, Carol. The Changing Classroom. Ballantine Books, Inc., New York: 1973.

Well done descriptions of real live kids with a real live teacher. Certain theories of instruction relevant to the generally acknowledged problems of our schools.

Gordon, Thomas Dr. T.E.T. Teacher Effectiveness Training. Peter H. Wyden/Pub., New York: 1974

Specific skills for making teaching easier - no prodding, threatening, hasseling, fighting, or blow-ups about discipline.

Gross, Beatrice & Ronald. Will It Grow in a Classroom?

Teachers discuss their roles; the curriculum; old and new ways of touching young minds.

Holt, John. How Children Fail. Dell Pub. Co., New York: 1964

A teacher provides a penetrating analysis of what teachers and classes do to children to make them fail - even children who get good grades. Shows effects of evaluation. Shows how schools make children bored, afraid and confused. Parents, as well as teachers, will find this book fascinating.

Holt, John. How Children Learn. Dell Pub. Co. Inc., New York: 1967

Present ideas for tapping the native capacity of children to learn. Gives examples of how children can teach themselves. Excellent ideas for getting children to learn through talk.

Holt, John. What Do I Do Monday. Dell Pub. Co., New York: 1970, 1972

Rich in practical ideas for teachers to make their classrooms more interesting and relevant. Suggests ways teachers can begin to make changes desperately needed in our schools.

Kline, Morris. Why Johnny Can't Add. Vintage Books, New York: 1973

Professor Kline claims the new math killed arithmetic and in the process turned out a generation of kids who can't add grocer's prices.

TEACHER - RELATED (cont.)

Raths, Louis E., Harmin, Merrill and Simon, Sidney E. Values and Teaching.  
Charles E. Merrill Pub. Co., Columbus, Ohio: 1966

Value theory that can guide a teacher to cultivate pupil skill  
in valuing and questing.

Robert, Marc, Ed. D. Loneliness in the Schools (What to do about it).

This book pinpoints trouble spots that isolate various members  
of the school community, and then offers practical solutions that  
will make the school environment friendly and inviting.

SATU REPO (edited by). This Book is About Schools. Random House, Inc.,  
1970

For anyone involved in creating new education, or interested  
in the people and ideas behind it.

Simon, Sidney B., Howe, Leland W., and Kirshenbaum, Howard. Values  
Clarification (A handbook of practical strategies for teachers  
and students). Hart Pub. Co., New York: 1972

The goal of the book is to involve students in practical  
experiences, making them aware of their own feelings, their  
own ideas, their own beliefs.

Thatcher, David A. Teaching, Loving, and Self-directed Learning.  
Goodyear Pub. Co., Pacific Palisades, CA. 1973

A personal, encouraging look at the modes of teaching which will  
enhance the learners self-esteem and help him become independent  
and self-directed.

Warner, Sylvia Ashton. Teacher.

Personal story of an amazing woman and her inspiring method  
of teaching based on joy and love.



CHILD DEVELOPMENT

Bruga, Laurie & Joseph. Growing with Children. Prentice-Hall, Inc. New Jersey: 1974

The authors draw on the works of noted authorities in child development to present a sensitive and informed explanation of the needs, capabilities, and limitations of children from birth to six years.

Breitbart, Vicki. The Day Care Book. Alfred A. Knopf, Inc. New York: 1974

A complete how-to-do-it book of day care full of practical information and innovative theory.

Caplan, Theresa and Frank. The Power of Play. Anchor Press/Doubleday New York: 1973

The importance of play to the child at different ages and stages in his development.

Chess, Stella, Thomas, Alexander, Birch, Herbert G. Your Child is a Person.

A psychological approach to parenthood without guilt. Principles of interrelationship important to psychological development that derive from current knowledge about children and parents.

Dobson, James Dr. Dare To Discipline. Tyndale House Publishers, Wheaton, Ill.: 1970

A psychologist offers urgent advice to parents and teachers.

Dreikurs, Rudolf. Children the Challenge.

This book is designed to meet the needs of all parents - to enable those who can deal with their children to formulate a consistent philosophical approach.

Elkin, Frederick, Handel, Gerald. The Child and Society: The Process of Socialization. Random House, Inc., 1960, 1972

An updated version of children and their socialization based on new research in anthropology, human development, political science, psychiatry, psychology and sociology.

CHILD DEVELOPMENT (cont.)

Goldstein, Joseph, Freud, Anna and Solnit, Albert J. Beyond the Best Interests of the Child. The Free Press, New York

Ways to self-reliance and maturity - a self-help book.  
Integrates the insights of psychoanalysis and law paving the way  
for an entirely new standard for child placement.

Goodman, Paul. Growing Up Absurd. Vintage Books

Goodman's book is a highly serious effort to understand the  
relation between society and the disaffected youngster.

Greenleaf, Phyllis Taube. Liberating Young Children From Sex Roles.  
New England Free Press, Somerville, Mass.: 1972

Experience in Day Care Centers, Play groups, and Free schools.

Grey, Loren, Ph.D. Discipline Without Tyranny: Child Training during  
the first five year.

Johnson, June. 638 Ways to Amuse a Child. Harper & Brothers, New York  
NY.

Crafts, hobbies and creative ideas for the child from six to  
twelve.

LeShan, Eds. On "How Do Your Children Grow?". Warner Paperback Library  
Edition, New York, NY: 1972

A frank dialogue with modern parents that can help you be a  
helpful friend instead of a problem foe to your child.

Liepmann, Lise. Your Child's Sensory World. Penquin Books, Inc.,  
Baltimore, Maryland: 1973

Any parent interested in relating to and understanding his child's  
world (and his own as well) will find this a worthy book.

O'Fahey, Sheila, Betz, Pamela Carey, Gelsone, Frances, and Petrich,  
Ronald W. Deciding How to Live as Society's Children. St. Mary's  
College Press, Winona, Mn: 1974

This book deals with the conflicts that happen between individual  
needs and institutional expectations.



CHILD DEVELOPMENT (cont.)

Patterson, Gerald R., Gullion, Elizabeth M. Living With Children.  
Research Press, Champaign, Ill.: 1968

This book is designed to help you understand situations in which you or your child behaves in a way which is distressing to you. The book is based on the idea parents teach a child to develop problem behaviors and children teach parents to do some odd things.

Piaget, Jean and Inhelder, Barbel. The Psychology of the Child.  
Basic Books Inc., New York, NY: 1969

Summary of the author's work in child psychology. Deals with development of behavior patterns up to adolescence, the transitional phase marking the entrance of the individual into adult society.

Shakerby, Paul S. Child's Work, a Learning Guide to Joyful Play.  
Running Press, Philadelphia: 1974

Adaptation of the Montessori method which shows how to construct toys and games to encourage your child's natural development.

Silberberg, Margaret C. and Norman E. Who Speaks for the Child?  
Bennerstone House, Springfield, Ill.: 1974

Wolff, Sula. Children Under Stress. Penguin Press, 1969, 1973.

Sula Wolff illustrates the remarkable capacity for recuperation and renewed emotional development displayed by children who have been under stress.

Young, Leontine. Life Among the Giants.

Dr. Young explains what it is like to be a child. She teaches her adult readers how to be children again.

SELF CONCEPT

Beecher, Marguerite and Willard. Beyond Success and Failure, Ways to Self-Reliance and Maturity.

SELF CONCEPT (cont.)

Campbell, David Ph. D. If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else. Argus Communications, Miles, Ill., 1974

A refreshing, ingenious approach to personal growth that will help you find what you want to do with your life and improve your relationships with family and friends.

Cohen, Miriam. Will I Have a Friend? Collier Books, New York, NY: 1967

Charming illustrations - outlines main events of a school day.

Felker, Donald W. Building Positive Self-Concepts. Burgess Pub. Co., Minneapolis, MN.: 1974

This book follows the development of self-concept from early infancy to childhood through adolescence - suggests how teacher can encourage development of self-esteem.

Gordon, Ira J. Children's Views of Themselves. Association for Childhood Education International

Ira Gordon helps us to gain insight into the many individual ways in which boys and girls develop their concept of the self.

Harris, Thomas A. M.D. I'M OK--You're OK. Avon Books, New York, NY:1967, 1968, 1969

Practical advice on how to help yourself establish mature healthy relationships.

Jongeward, James. Born to Win. Addison-Wesley Pub. Co., Reading, Mass.: 1971

Probably the clearest and most up-to-date statement of current thinking in Transactional Analysis.

Lair, Jess, Ph.D. I Ain't Much Baby but I'm All I've Got.

A book meant to help people share in the success of finding themselves.

Moustakas, Clark E. and Perry, Cereta. Learning to be Free. Prentice-Hall Inc., Englewood Cliffs, NJ

The authors present revolutionary guidelines for setting up an educational environment in which the child becomes a decision maker in his own education.



SELF CONCEPT (cont.)

Marcisco, John, Burkett, David. Declare Yourself: Discovering the Me in Relationships.

Declare Yourself explains how a new language of interpersonal relationships can broaden your range of responses, helping you solve interpersonal problems and preventing them from reoccurring.

Newman, Mildred, and Berkowitz, Bernard. How to Be Your Own Best Friend.

This book will give you ways to create a rich life for yourself, whoever you are, where ever you now are - a simple profound road map to inner freedom.

Pottabaum, Gerard A. Love Is... St. Mary's College Press, Winona, MN: 1972

Each chapter provides several pages of reflections about expressions of love.

Rogers, Carl R. On Becoming a Person. Boston: Houghton-Mifflin, 1963

A collection of Rogers papers, most of them unpublished, covering his thinking about therapy, education, the self, the healthy individual, the helping relationship, etc. Useful to parents wanting to understand the broader implications of child-centered therapy and a capture of the essence of Rogers as a person.

Series

Look at me Now - A read together book for parents and children to stimulate open discussion. Western Pub. Co. Inc. 1971

Watson, Jane Werner, Switzer, Robert E. and Hirschbert, J. Cotter. Sometimes I Get Angry. Western Pub. Co. Inc. 1971

A Golden Book in cooperation with the Menninger Foundation for solving the problems of childhood.

Watson, Jane Werner, Switzer, Robert E. and Hirschberg, J. Cotter. Sometimes I'm Afraid. Western Pub. Co. Inc. 1971

A Golden Book in cooperation with the Menninger Foundation for solving the problems of childhood.

SELF CONCEPT (cont.)

Watson, Jane Werner, Switzer, Robert E. and Hirschberg, J. Cotter.  
Sometimes I'M Jealous. Western Pub. Co., 1972

A Golden Book in cooperation with the Menninger Foundation  
for solving the problems of childhood.

Watson, Jane Werner, Switzer, Robert E. and Hirschberg, J. Cotter.  
My Body - How It Works. Western Pub. Co., 1972

A Golden Book in cooperation with the Menninger Foundation  
for solving the problems of childhood.

MISCELLANEOUS

Blixt, Raymond. The Nature of Prejudice. St. Mary's College Press,  
Winona, MN. 1972

Depicts prejudice in various life situations - excellent  
photographs.

Groft, Karen E. The Good For Me Cookbook. R and E Research Associates.  
San Francisco, CA. 1971

Ellis, Albert Ph.D., and Harper, Robert A. Ph.D. A Guide to Rational  
Living.

A sound new approach to psychotherapy - its meaning, its application  
and its application and its potential in our irrational world of  
today.

Fader, Daniel N. Ph.D. and McNeil, Elton B. Ph.D. Hooked on Books:  
Program and Proof. Berkley Pub. Co. New York, NY, 1968

Dr. Fader presents dramatic proof for cutting even the most bored  
and apathetic students to enjoy reading and writing.

Farrell, Warren. The Liberated Man. Random House, New York: 1974.

Mr. Farrell discusses masculinity and ways and means to improve not  
only the quality of male life but male-female relationships as well.

Fasteau, Marc Feigen. The Male Machine. McGraw-Hill Book Co, 1974.

Myth shattering book about men.



MISCELLANEOUS (cont.)

Gjeravik, Maryanne. Green Fun. Chatham Press, Inc., Riverside, CT, 1974

Lovely photographs. Materials from field, forest, lawn, and garden for quick crafts.

Janeway, Elisabeth. Man's World Woman's Place (A study in social mythology). Dell Pub. Co., Inc. New York, NY. 1971

A calm controversial witty exposition of woman's place.

Kaye, Evelyn. The Family Guide to Children's Television. What to Watch, What to Miss, What to Change and How to Do it. Pantheon Books: Random House, Inc., 1974.

McBride, Angela Barron. The Growth and Development of Mothers. Harper & Row, Inc. 1973

Recognizes developmental needs by parents. There is advice on coping with unmaternal feelings and some constructive criticism about the role of mother.

McQuade, Walter and Aikman, Ann. Stress, What it is. What It Can Do To Your Health, How To Fight Back.

Morse, Charles and Ann. Whobody There? St. Mary's College Press, Winona, MN. 1971

Adult and child book. The photos tell many stories.

O'Brien, Patricia. The Woman Alone. Quadrangle/The New York Times Book Co. New York, NY, 1973

The basic theme of the book is the importance of developing psychic self-reliance - sometimes a hard and lonely but, a necessary thing for women to do.

Olds, Sally Wendkos. The Mother Who Works Outside the Home.

Some answers to the questions most working mothers ask.

Satir, Virginia. Peoplemaking. Science and Behavior Books, Inc., Palo Alto, CA.

Probably one of the clearest and most inclusive treatments of family living available. The writing is simple, but vibrant, making it appropriate for the average family.

MISCELLANEOUS (cont.)

Sunderlin, Sylvia. Nutrition and Intellectual Growth in Children.  
Association for Childhood Education International.

What is the relationship between good diet and intelligence in children?

Werner, Harold D. New Understandings of Human Behavior.

Non-Freudian Readings from Professional Journals - 1960-68.

EDUCATION

Cahoon, Owen W. A Teacher's Guide to Cognitive Tasks for Preschool.

This book contains academic subjects and tests designed for children under the age of public school entrance.

Cherry, Clara. Creative Art for the Developing Child (A Teacher's Handbook for Early Childhood Education). Fearon Publishers, Belmont, CA, 1972.

This book deals directly with ways in which creative art becomes developmental art and, as such, part of the entire growth process of the child.

Child Study Association of America. What to Tell Your Child About Sex.

An honest, realistic approach to sex education for today's parents. The approach is straight forward and comprehensive.

Glasser, William M.D. Schools Without Failure.

This book applies Dr. Glasser's theories of Reality Therapy to contemporary education and grows out of the author's work in public schools and colleges.

Johnson, June. The Outdoor-Indoor Fun Book. Harper & Brothers, New York, NY.

A treasury of everyday games, family and group activities, party and holiday ideas for children from six to twelve.



EDUCATION (cont.)

Marsollo, Jean and Lloyd, Janice. Learning Through Play. Harper & Row, Pub., 1972

A book for parents and teachers of preschoolers which emphasizes learning through play in the home.

Weikart, David P., Rogers, Linda, Adeock, Carolyn and McClelland, Donna. The Cognitively Oriented Curriculum.

TAPES

Briggs, Dorothy Corkville. Your Child's Self-Esteem.

Step by step this cassette gives you the "how to" formula. Along the way, it can increase your confidence and effectiveness as a parent and human being.

Harris, Thomas, M.D. I'm OK---You're OK.

TA has given a new answer to people who want to change rather than adjust.

ADOLESCENCE

Armour, Richard. Through Darkest Adolescence, with tongue in cheek and pen in checkbook. McGraw-Hill Book Co.

A humorous depiction of adolescents and their "problems". Shrewd advice to parents and teachers on how to handle the patient.

Konopska, Gisela. The Adolescent Girl in Conflict. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1966.

Study in depth of the delinquent girl - selections from original writings by the girls themselves.

Rogers, Dorothy. Adolescence: A Psychological Perspective. Brooks/Cole Pub. Co., Monterey, CA. 1972

This book is designed primarily to supplement child psychology texts. Covers all the major areas of adolescent psychology.